

**Schools as a conduit for taking public archives to children in the Gauteng
Province of South Africa**

by

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SUMMARY

Public programming initiatives are considered an integral part of archival operations across the world because they support a greater use of archival records. In South Africa, public archival institutions are mandated in terms of section 5(1)(c) of the National Archives and Records Service of South Africa Act (Act No. 43 of 1996) (NARSSA Act), to reach out to the less privileged sectors of society, by making known information concerning records by means such as publications, exhibitions and lending of records. This also includes taking archives to young people, especially school learners. As a result, public archives repositories in South Africa have designed programmes to take archives to school learners for the purpose of creating future users and expanding the use of archival sources. Despite efforts to take archives to the people in South Africa, it would seem that public programming methods that repositories use at schools are not effective in creating awareness and promoting public archives to attract school learners. This qualitative study utilised semi-structured interviews and observation as data collection tools to investigate schools as conduits for taking public archives to learners in the Gauteng province of South Africa.

The study targeted learners and teachers in schools which participated in the archival public programming in Gauteng province, as well as staff members of the National Archives and Records Service of South Africa (NARSSA) and Gauteng Provincial Archives responsible for public programming. The key findings suggest that the public archives repositories in Gauteng do not use technology, particularly social media, to market their services to school learners. The main method of taking archives to learners is through invitations and participation in the annual archives week, which do not yield any positive results, as learners do not visit the archives afterwards. It is recommended that NARSSA and Gauteng Provincial Archives consider using school learners who participated in archives week and are interested in archives to be ambassadors to further recommend the use of archives to potential users and their peers. Furthermore, collaboration between archivists and teachers from neighbouring schools should be considered by including school projects that involve the use of “archives”. In this regard, the repositories should be able to provide access to such learners. The study concludes that failure to adopt social media platforms to market

archives would result in school learners not using archives. A further study covering all provinces in South Africa is recommended.

Keywords: National Archives and Records of South Africa; Gauteng provincial archives; public programming, outreach, social media, schools, school learners, children

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DEDICATION

This thesis is dedicated to my daughter, Tlhabane.

“A dream does not become a reality through magic: it takes sweat, determination and hard work.” Collin Powell

DECLARATION

Student No: 33523436

I declare that this study, **“Schools as a conduit for taking public archives to children in the Gauteng province of South Africa”**, is my own work and that all the sources used or cited in in this study have been acknowledged by means of complete references.

.....

Signature

Modiegi Jacqueline Kau

.....

Date

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LIST OF ABBREVIATIONS

CAPS:	Curriculum Assessment Policy Statements
ESARBICA:	East and Southern Regional Branch of the International Council on Archives
GDE:	Gauteng Department of Education
ICA:	International Council on Archives
ICT:	Information and Communication Technologies
NAAIRS:	National Automated Archival Information Retrieval System
NARSSA:	National Archives and Records Service of South Africa
NFVSA:	National Film Video and Sound Archives
OBE:	Outcomes Based Education
SABC:	South African Broadcasting Corporation

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CHAPTER ONE: INTRODUCTION

1.1 Introduction and background to the study

The importance of schools as a conduit for taking public archives to children cannot be overemphasised. Information contained in public archives is of concern to each citizen of a nation, including children. In South Africa, the majority of people, including school learners, have never made direct use of archive facilities (Harris 2000; Van der Walt 2011). According to Craig (1991:136) and Cook (1997:103), a huge, and largely ignored, part of the clientele of public programming is that of middle and high school learners. Children are the adult citizens of tomorrow and becoming involved with archives at an early age creates an opportunity for them to appreciate and benefit from archival evidence and records, as it is from these that a sense of individual and national identity and continuity depends (Van der Walt 2011:122). In other words, targeting children helps to create the users of tomorrow. In future, these learners will become adults and use archives.

Harris (2000:27) refers to the fact that archive repositories do not do enough to provide ready access to their holdings and to be responsive to their users' needs. Indeed, as Ngoepe and Ngulube (2011:5) would attest, if the public does not know what archives are or what purpose they serve, it is simply because archivists have not touched their lives. Archives will be unknown or unused if archivists fail to target children, who are regarded as tomorrow's users. As Jimerson (2003:13) indicates, members of the public, including school learners will view archives as merely the "graveyard of government records which lacks reputation". Indeed, should awareness about archives not be created, the statement by Jimerson would ring true.

Although public archives repositories are memory institutions that offer information services to the public and other interested organisations, very few people, including learners, utilise these facilities (Van der Walt 2011; Kamatula 2011; Mnkeni-Saurombe & Mosweu 2013; Saurombe 2018). Harris (1993) describes the use of the archival resources as the main goal of archivists. In order for archives to be used, they need to be known by the people. Ngoepe and Ngulube (2011:6) argue that "public programming holds the promise for archives to become visible and exploited by

society". Gregor (2001:1) observes that public programming enables archivists to "promote the use of archives and educate their sponsors and users in how to use them".

The mandates of public archives repositories in South Africa require these institutions to take their archives to the people, especially the less privileged members of society or the previously marginalised. For example, in terms of section 5(1)(c) of the National Archives and Records Service of South Africa Act (Act No. 43 of 1996) (NARSSA Act), "the National Archivist shall, with special emphasis on activities designed to reach out to the less privileged sectors of society, make known information concerning records by means such as publications, exhibitions and lending of records". It is crucial to get young people and rural communities interested in the sources of their past by making them aware of archival resources (Ngoepe & Ngulube 2011:8) for the purpose of creating future users of, and expanding the use of, archive sources.

As Van der Walt (2011:115) argues, "public programming, or outreach, is still not playing an important and enough role in the South African archives arena, especially when it comes to exposing children to archives". Archivists must become creators of users and have to take the archives to the people, especially children and the youth (Harris 2000:27). The benefits are not limited to the growth of lifelong learners and patrons of archival repositories (Saurombe 2016). Archives repositories, being in partnerships with the Department of Education, teachers of neighbouring schools and learner's plight could gain more attention and may perhaps lead to change for the betterment of the archives and records services in South Africa. Archivists should also take advantage of developments such as social media to reach out to users and potential users (Crymble 2010; Lacher-Feldman 2011; Venson, Ngoepe & Ngulube 2014). Ericson (1991:115) emphasises that if archivists do not touch the lives of people, all their well-intentioned efforts will be in vain

This study investigated schools as a conduit for taking public archives to children in the Gauteng province of South Africa with a view to creating lifelong users. According to Ericson (1991:120), outreach activities will help promote and improve the perception of archives and promote the awareness and use of public archival holdings. This can

be done through robust public programmes. It is hoped that this study will provide public archives repositories in South Africa with informative suggestions to review and modify their public programming methods in order to accommodate school learners.

1.1.1 Contextual setting

In South Africa, the records and archival system is driven by the NARSSA Act. The system comprises the National Archives, the National Advisory Council of the National Archives, as well as the nine provincial archives structures. South Africa's Constitution provides the framework within which the archival system must develop. The Constitution requires the devolution of the state's responsibility for archives from central government to the country's nine provinces. In terms of Schedule 5 of the Constitution, "archives other than national archives are a functional area of exclusive provincial competence". By virtue of this provision, each province should promulgate its own Act on archives and records services, and should establish and maintain its own archival infrastructure (Ngoepe 2016). The Gauteng Provincial Archives has recently built archive-purpose buildings. The new Gauteng Provincial Archives repository is situated in the city and closely located to previously marginalised townships such as Kagiso. The National Archives and all provincial archives in South Africa are subsidiary directorates within the Department of Arts and Culture. As a result, the archival system in South Africa consists of ten distinctive, independent yet interrelated entities (Ngoepe 2017).

The culture of teaching and learning in black schools suffered a dismal breakdown during the apartheid era. Since 1994, efforts have been made, and are continuing, to correct these past disparities. The government together with other organisations are working hard towards the goal of creating an equal and integrated education system for South Africa. The post-apartheid government as a means of developing South African citizens including learners, has adopted an outcomes based education (OBE) approach and is in the process of implementing the Curriculum Assessment Policy Statements (CAPS) approach. The National Curriculum Statement Grades R-12 gives expression to the knowledge, skills and values worth learning in South African schools. OBE is learner-centric rather than the traditional teacher centric approaches,

emphasising the different outcomes the learner will achieve after learning specific components in the curriculum (Botha 2002:362). This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation

This curriculum implies the use of a variety of resources, the mediation of a teacher and a facilitator for information use. This is normal practice in South Africa especially at public schools but from the school library literature it is not being done, the lack of resources implies that even archival resources are not used for teaching and learning. Incorporating archival resources in the curriculum is one way of ensuring that society benefits from these valuable resources. These developments and changes in learning styles make the archives a fundamental part of schooling as they offer necessary resources that lead to knowledge construction (Kakomo 1999:120). The South African government has recently made a statement towards making History a compulsory subject in schools. A Department of Basic Education Ministerial Task Team on the Introduction of History as a compulsory subject reported, in 2018, that History should be incrementally phased into the Grade 10 to Grade 12 curriculum from 2023 to 2025. NARSSA is already engaged in activities that are aligned with indigenising archives

through oral history projects. Ngoepe (2017) contends that the emptiness of the archives offers archivists and South Africans an opportunity to develop a more inclusive archive.

Harris (2000) sums up various transformations that have taken place in the development of archival practice in South Africa such as the promulgation of Section 5(1)(c) of the NARSSA Act, which mandates the national archives to take the archives to the people. Following this mandate for the public archives repositories to take archives to the people, outreach programmes have been developed to target high school learners and expose them to archival material. The National Archives and Records Service of South Africa (NARSSA) requires archival officials “to promote an awareness of archives and records management, and encourage archival and records management activities.”

Ngoepe and Ngulube (2011:10) identify the methods used by archives repositories in South Africa for public programming as, among others:

- Internal and external exhibitions;
- Periodic tours to rural and urban areas to explain and promote the National Archives and Records Service of South Africa (NARSSA) services;
- Organising an archives week where schools are invited to visit NARSSA, in partnership with other organisations such as the South African Broadcasting Corporation (SABC); and
- Visits to villages (rural communities).

These are some of the strategies that NARSSA have been employing since 2003. Other ways include targeting delegates attending different conferences to visit the archives as part of their excursions to heritage sites and other places of interest. Through their cultural attachés, embassies bring their colleagues to assess and do comparative studies of NARSSA and the national archives in their countries of origin. NARSSA also schedules outreach projects on public holidays such as Heritage Day to exhibit its unique collection to the public. Specifically, previously disadvantaged communities such as Daspoort, Daveyton and Kagiso are targeted in NARSSA’s

outreach programmes. Archival outreach officials offer discussions and presentations to national, provincial and local organisations, and the general public in events such as the SABC's career fair, the Pretoria show and other events of interest. Another way is by targeting learners and teachers attending different sessions to visit the archives as part of their excursion to heritage sites and other places of interest.

Guided tours to the archival building are requested by schools and leisure groups during which they visit different sections of the archival building and learn about finding aids, archival functions and services, available career options and the general responsibilities performed by archivists in the collection, management and care of archival records. Tours include visits to the reading room, strong room, cartographic section, the conservation laboratory and the Bureau of Heraldry as well as presentations about the importance of preserving South Africa's audio-visual and documentary heritage.

The National Film Video and Sound Archives (NFVSA), located under NARSSA, participates in film festivals and conducts community film screenings of rare and early South African films. Researchers, dramatists and filmmakers pay a visit to the audio-visual archive and acknowledge the use of archival material in their productions, which in return gives NARSSA recognition. Archival exhibitions and displays are mounted in the archival building on a regular basis and, in some instances, also taken to other venues, such as related conferences or workshops. During all the above activities, visitors on site and at exhibitions receive leaflets and brochures containing information about the functions and services of the NARSSA and the audio-visual archives. However, there is a paucity of literature on the provincial archives repositories in South Africa with regard to public programming as indicated by Ngoepe (2015).

NARSSA hosts an Archives Awareness Week annually that is in line with the recommendations of the International Council on Archives. An archives week, according to Bain's (1998:5) assertion,

is a form of public programming which, at its best, creates a bridge between the archival profession and society at large in an interactive and collaborative fashion. It is

unlike most other archival public programming, a large scale one that is being conducted most characteristically at the state wide and multistate level.

During the archives awareness week, school learners are identified and transported to the NARSSA building. The event was advertised in the media and members of the research community and the public are invited to be part of the event, where they can tour the archival building and witness archivists performing their different responsibilities. Selected staff members are given the opportunity to give talks about archives-related subjects on radio. Visitors and learners are exposed to archival functions and services, while also learning about available career options. Learners and first time visitors to the archives are shown how research is conducted in an archive by means of finding aids and databases. Furthermore, all types of records in the form of maps, photographs and others are placed on display for all to see. Although the records on display have not been designed to appeal to learners, some of them relate to the school curriculum, as Ten Cate (1989:32) concludes:

Unless your activities and kits are based on curriculum guidelines, you will be trying to market a product that has no audience because it has no relevance to what is being done in the classroom.

Despite all these efforts by the archives repositories, it would seem that the learners have not been impacted and impressed with the efforts, as they have not displayed an interest to visit archives repositories after being exposed to it. It seems that the problem is not a lack of attempts from the side of the archives staff but from the design of the initiatives, which are problematic as they do not speak to the specific characteristics and interests of children. Therefore, it is appropriate to establish how schools could be used as a conduit for taking public archives to the children in the Gauteng province in order to identify the underlying factors that impede or stimulate learners to visit archives repositories following their involvement in public programming.

1.2 Problem statement

Despite efforts to take archives to the people in South Africa, it would seem that the public programming methods used by repositories are not effective in creating awareness and promoting the use of public archives and attracting school learners in Gauteng (Osborne 1986-1987; Cook 1990-1991; Cook 1997; Van der Walt 2011; Ngoepe and Ngulube 2011; Archival Platform 2014; Dominy 2017; Sulej 2014). Several scholars cite different factors such as language, literacy levels, poverty, location and accessibility of archival repositories, historical perceptions and a general lack of appreciation for heritage as factors contributing to this situation. For example, Ngoepe and Ngulube (2011:12) cite language barriers as one of the factors contributing to the low usage of archives in South Africa as most of the archival holdings are in Afrikaans and English. The low level of interest in archival collections could be attributed to lack of technology use such as WhatsApp, Facebook and Twitter by archives repositories in South Africa. Also, the collection does not reflect the diversity of the South African culture (Ngoepe 2017). Venson, Ngoepe and Ngulube (2015) reveal that technology platforms, including social media, are hardly used by archives repositories; Saurombe (2016) has also emphasised this. The fact that it is difficult to create an interest in archives for rural and township school learners who are preoccupied with survival and meeting basic needs compound this. This study focused on schools as a conduit for taking public archives to children in the Gauteng province in South Africa with a view to creating lifelong users. It is envisaged that this study will provide public archives repositories in Gauteng province of South Africa with informative suggestions to review and modify their public programming methods in order to accommodate school learners.

1.3 Research purpose and objectives of the study

The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in the Gauteng province of South Africa with the view to creating longlife users of archives. It is hoped that this study will help improve and promote the archives themselves, and create awareness and encourage the use of public archival holdings through robust public programmes (Ericson 1991:120).

The specific objectives of this study were to:

- identify public programming initiatives used by public archives repositories in Gauteng to create awareness at schools;
- assess the effectiveness of existing archival public programming activities at schools in Gauteng;
- assess the perception of school learners towards public archives repositories in Gauteng;
- identify the underlying factors that impede or stimulate learners to visit archives repositories after having been involved in public programming;
- explore whether archives repositories in Gauteng made use of technologies to increase the awareness of the existence of public archives to school learners.

1.4 Justification and importance of the study

The significance of the study is concerned with three major questions identified by Creswell (1994:111):

1. How is the study going to add to scholarly research and literature in the field?
2. How will the study improve the practice?
3. Why will the study improve policy?

Creswell (1994:111) observes that justification of a study explains the importance of the study. According to Jasen (2007:28), a rationale or justification explains how a researcher became interested in a certain issue and why he/she thought research on that issue was worth doing, that is, what made it original.

This study will be significant in that it gathered information for the purpose of improving and promoting current public programming activities to be exciting for school learners. Public archives need to have a thorough understanding of the schools they serve and what the needs of the schools are. This could help the public archives to improve current public programming activities and create new, exciting programmes to take the public archives to children the Gauteng province of South Africa. This, in turn, will help

promote and improve the archives, as well as promote the awareness and use of public archival holdings through robust public programmes (Ericson 1991:120). It is envisaged that this study will inform public archives repositories in the Gauteng province of South Africa to review and modify their public programming methods to accommodate school learners.

Until now, research on public programming of archives has mostly been done in developed countries in the northern hemisphere (Cook 1990-1991; Cox 1993; Craig 1991; Dearstyne 1987; Dominy 2017; Ericson 1991; Evans 2007; Finch 1994; Grabowski 1992). This aspect of archival research remains largely unexplored in Africa, particularly in eastern and southern Africa. The need to investigate the promotion of archival services through public programming of archives has been suggested in previous research (Saurombe 2016; Kamatula 2011; Kemoni, Wamukoya & Kiplang'at 2003; Ngoepe & Ngulube 2011; Ngulube 1999; Njobvu, Hamooya & Mwila 2012), to mention just a few. However, the focus of previous research was on the general public, Van der Walt (2011) studied children in an opinion paper. Therefore, the focus of this study is on public programming initiatives for school learners.

Public programming is described as an important function that can communicate the value of the archives to the public and encourage them to make use of their services (Osborne 1986-1987; Cook 1990-1991; Cook 1997; Blais & Enns 1991; Craig 1991; Van der Walt 2011). Ngoepe and Ngulube (2011), Kamatula (2011) and Njobvu, Hamooya and Mwila (2012) conducted studies in South Africa, Tanzania and Zambia, respectively, pointing out the need for better public programming activities in African countries.

1.5 Scope and delimitations of the study

This study focused on the staff of NARSSA and the Gauteng Provincial Archives and was limited to schools that were involved in the National Archives Week in Gauteng in 2016. Schools that participated in the Archives Week outside Gauteng province were excluded from the study to allow the researcher to focus on one province to do an in-depth study. For this purpose, four schools were selected out of 19 from the

metropolitan municipalities in Gauteng (Gauteng West, Gauteng East and Tshwane West). Due to limited resources, only four schools were selected for the purposes of this study. According to the 2016 public programming activities list for NARSSA and Gauteng Provincial Archives, it is clear that they targeted public secondary schools from grades 8 to 12. NARSSA and the Gauteng Provincial Archives also participated in the study.

1.6 Definition of terms

According to Yusof and Chell (1998:96), “defining terminology in research is crucial to dispel confusion and for better understanding, both for those who are new to the subject and those who are familiar with the subject”. The key terms and concepts are explained in this section to provide the context in which they are used. These terms include: archives, archives repository and public programming.

1.6.1 Archives

Archives are records, usually but not necessarily non-current records of enduring value selected for permanent preservation. Archives will normally be preserved in an archival repository (Roper & Millar 1999a:5).

The term ‘archives’ refers to records in the custody of the national archives repository as defined in the National Archives and Records Service of South Africa Act of 1996, as amended. Archives legislation in South Africa is very clear on promoting archives (South Africa 1996). Section 5(1)(c) of the NARSSA Act, as amended, specifically addresses the issue of making archives visible to all people. There is a need for archival institutions to take the archives to the people, because Cook (1997:05) states that:

archives are not a private playground where professional staff can indulge their interest in history or their desire to shape the past by rubbing shoulders only with prominent historians: it is a sacred public trust of society’s memories that must be widely shared.

1.6.2 Archives repositories

Archives repository means a record office, library, museum or other institution holding records that are open to public inspection. Generally, it refers to a central place where data is stored and maintained. A repository can be a place where multiple databases or files are located for distribution over a network, or a repository can be a location that is directly accessible to the user without having to travel across a network.

1.6.3 Public programming

Public programming, or outreach as it is sometimes referred to, refers to that group of activities whereby archival institutions “ensure responsiveness to users, secure user participation and promote the use of archives” (Harris 2000:26).

Outreach activities can take the form of lectures, seminars, workshops, exhibits, displays, tours and film shows. Other forms of outreach are publications and newsletters and websites which provide an outreach on the internet (Koopman 2002:7).

1.7 Research methodology

A research methodology encompasses various approaches, designs, methods, techniques and instruments; it helps answer the research question/s or solve the research problem scientifically (Kothari 2004:8). Macmillan and Schumacher (2006:9) define research methodology as the way in which one collects and analyses data. This section discusses the methodology, methods and instruments that were used to conduct this study. The topics covered include research paradigms; research approaches; research methods; study population; sampling procedures; data collection methods and instruments; as well as data analysis and presentation employed by this study (refer to Chapter Three for a detailed discussion).

This is an interpretive study, which, according to Sarantakos (2013:29), guides the strategies of qualitative methodology and prescribes mostly flexible designs and qualitative methods. The primary goal of this study, just like in all qualitative studies,

is to describe and understand, rather than to explain human behaviour (Babbie and Mouton 2011:270).

The unit of analysis in this study consists of learners, teachers, staff of NARSSA, as well as Gauteng Provincial Archives. This was a qualitative study and little emphasis was paid to the numbers when drawing a sample. This study covered only schools that were involved in the 2016 Archives Week in Gauteng. For this purpose, four schools were purposely selected out of the 18 from the metropolitan municipalities from Gauteng (Gauteng West, Gauteng East and Tshwane West). According to NARSSA and the Gauteng Provincial Archives public programming activities list for 2016, it is clear that they target public secondary schools from Grade 8 to Grade 12. Schools that participated in Archives Week outside Gauteng province were excluded from the study to allow the researcher to focus on one province for an in-depth study. The study employed interviews and observations as instruments of data collection (refer to Chapter Three for detailed discussion).

The qualitative analysis involved thematic analysis of the content from the interview schedules. Leedy and Ormrod (2010) explain that qualitative data, such as the information obtained through interviews, is analysed by constructing interpretive narratives from this information. Qualitative data for this study was collected using interviews and observations. During analysis, data was organised thematically according to the main objectives of the study (refer to Chapter Three for detailed discussion).

1.8 Ethical considerations

Wassenaar (2006:61) states that the essential purpose of research ethics is to protect the welfare of research participants. One reason for being completely ethical is that there are laws that prohibit unethical behaviour and researchers could be faced with an extremely humiliating situation if such laws are ignored (Mugenda & Mugenda 2003:190; Neuman 2006:130). Furthermore, in every discipline it is unethical to collect data without participants' knowledge, their willingness and informed consent (Denscombe 2007:145; Kumar 2005:212).

The University of South Africa (Unisa 2007) has a code of ethics concerning research. In this context, the researcher submitted a project proposal, an ethical clearance form (see Appendix A) and a consent document to the Unisa Ethics Review Committee (ERC) for approval for the intended research. As a Unisa student, the researcher's plan was in accordance with Unisa's research ethics policy. This policy provides clear guidelines on how to deal with research activities. For instance, it outlines the importance of integrity, transparency and accountability. To uphold this, the researcher strove to remain unbiased and refrained from fabricating the results obtained from the study. The policy also reiterates the importance of obtaining informed consent attached (see Appendix B to Appendix D) in writing from the participants. For this reason, the researcher sought permission from the Head of Department of Education (see Appendix G), the district (see Appendix H, I and J), the schools (see Appendix K, L, M and N), NARSSA (see Appendix E) and the Gauteng Provincial Archives (see Appendix F) to conduct this study. The letter requesting consent (see Appendix B), clearly states the benefits and risks of doing the study, as stipulated in the policy. The researcher balanced the interests of the individual child with the best interests of the children as a group (Unisa Research Involving Children Policy – 2009). A parental consent form (see Appendix D) was distributed to obtain permission for the children to be involved in the study. Consent for the individual child (see Appendix C), adapted to a level of understanding suitable to the child, was sought for research participation. Lewis and Lindsay (2000:39) assert that children are competent and can decide whether or not to participate in a research study, provided they have sufficient understanding of what participation entails and how it may affect them.

Data was collected in different stages and matters of anonymity and confidentiality were applied differently in the different stages. Informed consent from the participants was obtained during the interviews while giving them enough details about the research. The purpose and intent of the study was made clear and that their participation in the research was voluntary. Participants were not forced to disclose information that they are not comfortable to disclose. Furthermore, they were informed that the information given to the research would not be used for purposes other than the research, without their consent. For the purpose of anonymity, the four schools

visited were identified by the letters A to D. Pictures taken during observation were blurred out to protect the identity of the participants in order to ensure confidentiality. However, the blurring of the pictures did not make the pictures lose integrity.

The researcher made the conditions of anonymity very clear to the interviewees. Those included not revealing their names in the research and only mentioning the schools they belong to. No one other than the researcher will know who provided the information. In doing a research study, researchers make sure that confidentiality is maintained and that the identity of a participant is not revealed when using any data provided by that participant (Kumar 2005:214; Pickard 2007:77). In terms of confidentiality, the researcher assured the respondents in advance that their information will be handled confidentially and will not be disclosed outside the research. This helped to put the respondents at ease when responding to the questions.

1.8.1 Informed consent

Informed consent is an essential step in any research project. It is a process through which a participant consent to participate in a research project after being informed of its procedures, risks and benefits (Escobedo, Guerrero, Lujan, Ramirez & Serrano 2007). Permission was obtained from the heads of schools and the Department of Education.

1.8.2 Confidentiality

Confidentiality is another means that the researchers used to protect the privacy of research participants. In the context of the research study, confidentiality refers to an agreement with the research investigators about what may be done with the information obtained from research participants (Johnson & Christensen 2008:119). Permission was requested from the parents of the participants to interview the children.

1.9. Structure of dissertation

- Chapter One introduces the study. It also includes the background to the study, the research problem, objectives, research questions and a brief overview of the research methods used to attain the outcome of the study.
- Chapter Two consists of a review of literature on public programming and schools as a conduit for taking public archives to children in South Africa. The contents of this chapter will adhere to literature related to the objectives of the study.
- Chapter Three talks about the research methodology that guided this study, including details on the research design and research methods.
- Chapter Four presents and discusses findings of the study.
- Chapter Five discusses the outcome of this study, together with the recommendations and conclusion to the study.

1.10 Summary

The aim of this chapter is to sketch the background and motivation for using schools as a conduit for taking public archives to children in the Gauteng province of South Africa and to lay the groundwork for the discussion in the rest of the dissertation. The chapter determined factors such access, perception, technology impeding or interfering with learners from visiting archives repositories after involvement in public programming. It also highlighted means of enhancing or introducing public programming activities that could help promote access and use of the archives by children. This chapter, therefore, outlined the importance of archives and the necessity to communicate them to children. It provided a brief overview of public programming initiatives in South Africa and the need to improve such activities in schools to directly or indirectly facilitate increased access and use of public archives.

The research problem explains the necessity to investigate schools as a conduit for taking public archives to children and why it is envisaged that this study will provide public archives repositories in South Africa with informative suggestions to review and modify their public programming methods to be accommodative of school learners.

The importance and significance of the study have been argued here to provide sound reasoning on the need to pursue this research study. Every research study needs a detailed plan, so the objectives, research questions and a brief overview of the research method have been included and described in this chapter to indicate how the study will unfold.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The previous chapter outlined the background and motivation for using schools as a conduit for taking public archives to children in the Gauteng province of South Africa. The chapter outlines the importance of archives and the necessity to communicate them to children. It provides a brief overview of public programming initiatives in South Africa and the need to improve such activities, which could directly or indirectly facilitate increased access and use of public archives.

In striving to contextualise this study, a background is provided on access to archival repositories and public programming. The scope of this literature review is guided by the objectives for this study. The review traces how NARSSA and Gauteng Provincial Archives plan, develop and implement public programming in taking archives to children in the Gauteng province of South Africa and highlights critical issues at stake.

The objectives of this study focus on the attitude of learners with regard to public programming. The information included in this chapter provides an overview of the concepts that affect public programming initiatives in schools and the need to improve such activities in schools to directly or indirectly facilitate increased access and use of public archives as described in available literature. Later in this study, different experiences and research findings will be presented, which proves that this study has the potential to make a significant contribution to the topic of public programming in public archives. The context of this study implies that the public records kept by NARSSA and South Africa's provincial archives are of importance to all citizens of South Africa, especially South African children.

2.2 The significance of a literature review

Blaxter, Hughes and Tight (1996:110) describe a literature review as “a critical summary of the range of existing materials dealing with knowledge and understanding in a given field...its purpose is to locate the research project, to form its context or background, and to provide insights into previous work”. According to Leedy and

Ormrod (2010:66), the review of literature is important to a research study in the sense that it helps one to know more about the investigations and perspectives related to the topic under investigation. Leedy and Ormrod (2010) further explain that, as much as the review of literature can help one to avoid conducting a study that has already been done, it can actually offer new ideas, reveal the sources of data, show how other researchers handled methodological and design issues. The goals of a literature review are to show the path of prior research and how the current study is linked to it. The literature rests on the assumption that knowledge accumulates, and we can learn from and build on the work of others (Neuman 2006:2012).

Archives have been described as one of the many possible information sources that can address information needs of the people (Saurombe 2016:76). Archives exist for the people; as a result, archivists must strive to make known what is available and facilitate access to these resources. The ICA (2012:6) states that:

Archives are preserved for usage by present and future generations. An access service links archives to the public; it provides information for users about the institution and its holdings; it influences whether the public will trust the custodians of the archives and the services they provide.

The Universal Declaration on Archives of 2010 states that a number of archival institutions adhere to emphasises that one of the vital roles of archivists is to make archival resources available for use. Therefore, archivists are compelled to make their archival resources accessible. This can be achieved through public programming initiatives.

The information included in this chapter of the study provides an overview of the concepts that affect public programming initiatives in schools, and South Africa as a whole as well as the need to improve such activities in schools to facilitate, directly or indirectly, increased access and use of public archives. It is envisaged that this study will provide public archives repositories in the Gauteng province of South Africa with informative suggestions to review and modify their public programming methods in order to be accommodative of school learners. The objectives of this study, as outlined in Chapter One, will guide the structure of the literature review.

2.3 Public programming in archives

Archives are records of enduring value that play a critical role in the decision-making processes of various spheres of our society (Ngulube 2002; Venson, Ngoepe & Ngulube 2014). Nesmith (2010) explains that archivists do not always publicise their holdings and services widely and, as a result, these resources are not extensively used. Consequently, few people, including children, make use of these archival materials (Ngoepe & Ngulube 2011). It would seem that more needs to be done to convince people, in this instance school learners, that archives can be an important part in their lives. Morley (2012) asserts that

archives are a vital part of our cultural heritage. They help people, communities and nations to make sense of the past. They are evidence of events and of the past. They are evidence of events and decisions, of past lives, ideas and communications, and of people's own identities...

Therefore, archivists should prioritise public programming to create awareness and promote public archival records and to contribute to the continued existence of these national institutions.

Public programming initiatives are planned sequences of community outreach programmes and promotional activities that inform the wider community about archival holdings and services, and involve its members directly in the documentary heritage (Koopman 2002:7).

Consulted literature revealed that terms such as 'marketing', 'outreach', 'advocacy', 'publicity' and 'public relations' can be linked to public programming. These are also defined to avoid confusion. Prioritised public programming calls for a proper understanding of the term itself. Scholars define public programming as follows:

2.3.1 Advocacy

According to Williams (2006), advocacy comprises the mind set and infrastructural tools that are applied to develop comprehensive public programmes with an array of outreach activities. Advocacy is a state-of-mind and set of infrastructure tools that

support an array of outreach programmes and activities. As a framework, it supplies the attitudes, knowledge and techniques that are a prerequisite to undertaking individual outreach or public programme (Pederson 2008:435).

2.3.2 Marketing

Kotler (2000) defines marketing as a “social managerial process by which individuals and groups obtain what they need and want, through creating and exchanging products and value with others”. Marketing is described as the activity set by institutions and processes for creating, delivering, and exchanging offerings that have value for customers, clients, partners and society at large (American Marketing Association 2012).

2.3.3 Outreach programmes

The Society of American Archivists (2005) defines outreach programmes as “organized activities of archives or manuscript repositories intended to acquaint potential users with their holdings and their research and reference value”. Those include public programming projects, educational programmes and public relations. Outreach activities can take the form of lectures, seminars, workshops, exhibits, displays, tours and film shows. Other forms of outreach are publications and newsletters. Websites provide outreach on the internet (Koopman 2002:7).

2.3.4 Public programming

Archival public programming is a function performed by archives in order to create awareness of archives within society as well as to promote their use and educate their sponsors and users on how to use them (Mnjama 2009). Public programming initiatives are planned sequences of community outreach programmes and promotional activities which inform the wider community about archival holdings and services and involve its members directly in the documentary heritage (Koopman 2002:7).

These definitions have the following concepts in common: function, services, and educating people. The common purpose is to promote access to, and use of, the archives.

2.4 Public programming initiatives at NARSSA and Gauteng Provincial Archives

Most people, including school learners, have never made direct use of archives facilities (Cook 1991; Dominy 2017; Harris 2000; Ngulube 2009; Ngoepe 2017; Van der Walt 2011; Sulej 2014). Information contained in public archives concerns each citizen of a nation in one way or another; therefore, people should be aware of its existence and use it. Citizens, including learners, need to be aware of the existence of these archives in order to make use of them (Njobvu, Hamooya & Mwila 2012). As Williams (2006:154) puts it:

The potential for getting the message across to schools and colleges is enormous, given the size of the audience. It introduces the idea of archives to children at an early age, supports the curriculum and offers new methods of teaching. However, the students and school children means that partnership between teachers and archivists are necessary for this form of outreach to be successful.

Archivists must actively seek out potential users, in this case school learners, and advocate and communicate the importance of archival institutions to the public at large (Riehle 2008). The need to 'use' archives is at the forefront of the South African legislation; Section 3(b) of the Act further states one of the functions of the National Archives as to "make such records accessible and promote their use by the public" (Ngoepe & Ngulube 2011). Cook (1999:123) concurs and refers to the aim of programming as "making the incredible richness of archival holdings available to more users including children and to a greater variety of users, in more interesting and effective ways".

Ericson (1990-91:120) further mentions that outreach activities should be built on four important pillars: more should be learnt about the users including children; it should enhance the image of the archives; promote awareness of the archives and educate

people about the archives. What it boils down to is that there should be greater emphasis on the “public face” of archives; and that the goal of an archival institution must be to identify its potential users, in this case children and to match its service to their needs and not only to the current users (Cook 1991:124).

According Ngoepe and Ngulube (2011:04), public programming holds the promise for archives to become visible and exploited by society. Yet, archival institutions have ignored public programming and advocacy (Ngoepe & Ngulube 2011). Archival programming can be conducted in various ways including public presentations, workshops, publication and distribution of brochures, flyers, press releases, newsletters, mass media advertisements and features, public displays and exhibitions, archives open days and archives week, curricular exercises, news releases, using the telephone to market (telemarketing) and using the Internet (Mnjama 2009). International Council on Archives (2012:9) clearly points out that:

Archivists have a professional responsibility to promote access to the archives. They communicate information about the archives through various means such as internet and web based publications, printed materials, public programmes, commercial media and educational and outreach activities...They proactively provide access to the parts of their holdings that are of wide interest to the public. Archivists consider user needs when determining how the archives are published.

In spite of these idealistic views, public programming or outreach is still disregarded as one of the most important functions in archives (Van der Walt 2011:118). Ngulube (1999) made it known that marketing of archives was not a priority in ESARBICA, and later studies by Ngoepe and Ngulube (2011) in South Africa, Kamatula (2011) in Tanzania and Njobvu, Hamooya and Mwila (2012) in Zambia, have also confirmed that outreach and public programming initiatives are inefficient and ineffective in these particular countries.

The National Archives and Records Service of South Africa website indicates public programming as a means of raising awareness in this archival institution (NARSSA n.d.). This includes a national oral history programme, Heritage month or Heritage day activities, exhibitions, seminars, workshops and a newsletter.

2.5 Archival public programming activities in schools

Archival platform (2014), Baker (2015), Dearstyne (1987:82-83), Grabowski (1992), Osborne (1986-1987), Cook (1990-991), Cook (1997), Bradley (2005), Dominy (2017), Jimerson (1989), Nesmith (2010), Ngoepe and Ngulube (2011), Ngoepe (2017) Saurombe (2018) and Sulej (2014), feel that people, including children, will not make use of the records within public archives if they are unaware of the products and services offered by public archives. Therefore, prioritising public programming could lead to increased use of public archival records and contribute to the continued existence of these national institutions.

Maher (1986:25) indicates the importance of determining the effectiveness of archival services. In his opinion, this can only be achieved by beginning a dialogue with the users, in this case learners, to find out how they view the service and their challenges with accessing the holdings, as well as to learn more about how they seek information. Ngulube (1999) as well as Blais and Enns (1991) stress the importance of marketing archival services and products to the people, including children. Archives are an important part of our society. They serve as memory aids that help us learn from our past, understand our present and decide our future (Saurombe 2016:128). The ICA (2012:6) states that:

Archives are preserved for use by present and future generations. An access service links archives to the public; it provides information for users about the institution and its holdings; it influences whether the public will trust the custodians of the archives and the services they provide.

There is a need for archival institutions to take the archives to the people, including learners, because as Cook (1997: 15) puts it

archives are not a private playground where professional staff can indulge their interest in history or their desire to shape the past by rubbing shoulders only with prominent historians: it is a sacred public trust of society's memories that must be widely shared.

Saurombe (2016:109) states that public programming initiatives are developed and executed to raise the awareness of users about services offered by an archival

institution. Consequently, the intention is to encourage greater interaction between the public and the archival holdings. Users, as the customers of the archival service, are a key part of planning, implementing and evaluating services (including public programming programmes) of the archival institution. As the popular adage goes, “the customer is king”. Therefore, it is important for archivists to raise awareness about archival use in order for learners to benefit from these important resources.

Based on a study on access and outreach activities at the archives in the KwaZulu-Natal Province, Koopman (2002) concluded that access to archives was still limited to a few people, including children.

2.6 Perception of school learners towards public archives repositories

Osborne (1987:17) says that “archives are the memory of our species”. According to Craig (1991:136) and Cook (1997:103), a huge, and largely ignored, part of the clientele of public programming is middle- and high-school students. Children are the adult citizens of tomorrow and becoming involved with them creates an opportunity for them to appreciate archival evidence and records to their benefit, and it is as a result of this that a sense of individual and national identity and continuity depends (Van der Walt 2011:122).

Berman (1977) asserts that children are sometimes forgotten and taken as just short adults, yet they are but an entirely different user population with their own culture, norms and complexities. Cook (1990-91:123) concurs and refers to the aim of public programming as “making the incredible richness of archival holdings available to more users to a greater variety of users, in more interesting and effective ways”. In other words, targeting children helps to create the users of tomorrow.

Craig (1991:137) and Ericson (1991:120) argue that should archivists continue to stay in the reading rooms of their archival institutions without reaching out to those whom they serve, then all of their well-intentioned efforts to improve their image, such as their programmes to explain their importance, would be in vain.

Ngulube (1999:19) also argues that it must be borne in mind that information, no matter how well organised and indexed, is of no value unless it is used. There is a strong feeling that greater attention needs to be given to marketing because it addresses the demand side of any type of information system and leads to user awareness and the need to utilise. Ngulube (1999:19) argues that challenges such as low level of awareness can be addressed by marketing the archival services to the people including school learners. Pederson (1993:308) points out that:

Educational activities attract and involve people, including children, with the archives and its work and, in so doing, transform those faceless members of the general public or of our own higher administration into personal clients of our services – into researchers, donors, volunteers and active supporters of the archival enterprise. Educational programmes are engaging vehicles which bring people face-to-face with archival materials, generating an initial interest and enthusiasm which if, properly nurtured, will develop into a continuing relationship of mutual appreciation.

Taking archives to the people, including children, should also involve investigating the people's information needs and educating them on how to access and use the resources or services (Ngulube & Tafor 2006:74).

2.7 Factors that stimulate learners to visit archives repositories

Koopman (2002:7) argues that public programming is “a planned sequence of community outreach programmes and promotional activities that inform the wider community about archival holdings and services and involve its members directly in the documentary heritage”. Likewise, Bance (2012:01) describes this function as “the function of educating people, including children, about the existence, services and documentary resources of archival institutions”. Van der Walt (2011:115) asserts that “public programming, or outreach, however, is still not playing an important and enough role in the South African archives arena, especially when it comes to exposing children to archives”.

Public programming is a means of facilitating access to the archives. In view of this, the principles of access to the archives were adopted by the ICA in August 2012 (ICA 2012). The ICA (2012:6) states that:

Archives are preserved for use by present and future generations. An access service links archives to the public; it provides information for users about the institution and its holdings; it influences whether the public will trust the custodians of the archives and the services they provide.

Saurombe (2016:109) points out that taking archives to the people should also involve investigating the people's information needs and educating them on how to access and use the resources or services. Though the authors do not directly mention this, the community also includes school-going children. Ngulube and Tafor (2006:74) affirm that user studies are an important part of knowing who your clients are and what they need. Cook (1997:107) asserts that extending access to the school community has a number of distinct advantages for archives.

2.8 Factors impeding learners from visiting archives repositories

Pederson (2008:435) portrays advocacy as "relationships between people and influencing people". According to Hackman (2011:vii), advocacy in the field of archives is "an investment that is intentionally and strategically educate engage individuals and organisations so they will in turn support archival work." If people, including school learners, do not know what archivists are or what they do, it is simply because archivists have not touched their lives in any meaningful way (Ngoepe & Ngulube 2011:05).

2.8.1 Accessibility of archival repositories

The ICA advocates that access to the archives is a fundamental part of the archival service; this was established in 1966 when the ICA convened an extraordinary archival congress in Washington DC (Valge & Kibal 2008). While the literature shows that most of today's nations have a national archive that oversees the collection, organisation and preservation of records, little is said on promoting access to these records (Encyclopaedia of Library and Information Sciences 2011). Wilson (2005:339) claims that most archival institutions know that their holdings are "the gift of one generation to another"; however, in reality he argues that though the archivists have been entrusted with these treasures, they appear to be the only people with access to it.

Murambiwa and Ngulube (2011) argue that access is very important, and it is for this reason that they recommend the development of a tool or index that can evaluate access at archival institutions and thereby enable them to improve their services. The official NARSSA website further indicates that “the foremost purpose of preserving archives is to ensure that they are made available for use”. Access to the archives, particularly public archives, is crucial as the resources within these institutions are preserved and held in reserve to inform the public including learners.

According to a number of scholars (Couture & Rousseau 1987; Hlophe & Wamukoya 2007; International Council on Archives 2010; Kecskeméti & Székely 2005; Mazikana 1999; McKemmish, Reed & Piggott 2005; Murambiwa & Ngulube 2011; Ngulube 2002; Ngulube 2009; Zolotarevsky 2010; Saurombe 2016), the benefits of accessible archives are, among others, key to:

- developing national awareness and identity;
- preserving national memory and national heritage;
- building information and knowledge-based societies;
- encouraging responsible citizenship;
- facilitating research and education;
- supporting decision-making, fostering accountability and good governance;
- promoting transparency and justice; and
- protecting human rights and entitlements.

Pederson (1993:306) rightly observes that “all of us who keep archives and other historical materials have important responsibilities – one of them is being able to make these materials and the information they contain available for use.” In 2011, Dube (2011:285) observed that “access to archives was slow and unreliable”. There are a number of general self-evaluation guidelines and principles in the archival management environment (Grimard & Pagé 2004:105). However, in 2011, the ICA developed ten fundamental principles of accessing archives. The committee on best practices and standards working group on access from the ICA (2012) adopted a set standard on principles of access to archives that clearly stipulates the responsibility and necessity of the archival institution to raise awareness and promote access to

their holdings. These principles also advise archivists to adopt a variety of means, for example, digital, print, web-based and other means to achieve this mission. The principles of access are as follows (ICA 2012: 8-11):

1. The public has the right of access to archives of public bodies. Both public and private entities should open their archives to the greatest extent possible.
2. Institutions holding archives make known the existence of the archives should, including the existence of closed materials, and disclose the existence of restrictions that affect access to the archives.
3. Institutions holding archives should adopt a pro-active approach to access.
4. Institutions holding archives should ensure that restrictions on access are clear and of stated duration, are based on pertinent legislation, acknowledge the right of privacy and respect the rights of owners of private materials.
5. Archives are made available on equal and fair terms.
6. Institutions holding archives should ensure that victims of serious crimes under international law have access to archives that provide evidence needed to assert their human rights and to document violations of them, even if those archives are closed to the general public.
7. Users should have the right to appeal a denial of access.
8. Institutions holding archives should ensure that operational constraints do not prevent access to the archives.
9. Archivists have access to all closed archives should and perform necessary archival work on them.
10. Archivists should participate in the decision-making process on access.

Mason (2011) points out the necessity for archives to develop programmes and services that will increase their use of the resources. Information is worthless if it is not

accessible and used; in view of this, it is becoming more apparent that public archives need to market their services to children to create future users. The essence of this study is based on the first three principles. Upon consulting, the explanation provided for principle three (ICA 2012:9), ICA clearly pointed out that:

Archivists have a professional responsibility to promote access to the archives. They communicate information about the archives through various means such as internet and web based publications, printed materials, public programmes, commercial media and educational and outreach activities... They proactively provide access to the parts of their holdings that are of wide interest to the public. Archivists consider user needs when determining how the archives are published.

Despite all these factors, the public archival repositories are far from schools and learners cannot access them.

2.8.2 Literacy levels

According to Adimora and Ugoji (1997), children from the rural areas often come from uneducated families that are not interested in learning. Therefore, the type of material provided for these children should use a level of language that is understandable to them. Furthermore, the level of the subject should be appropriate for the level of the learners (Adimora & Ugoji 1997). Machet (2003:27) states that in order to develop a reading habit, children must be provided with types of books that are interesting and can also meet their information and recreational needs.

Clyde (2005) insists “reading is a key skill in education; it is also the foundation for information literacy”. The future of learners’ academic success is founded on their ability to read proficiently, because most subjects in the school curriculum rely largely on reading skills (Boscolo, Ariasi, Del Favero & Ballarin 2011).

Research into reading among South African learners indicates a decline in the number of learners who can read proficiently and those who engage in various reading activities outside of schoolwork (Ministry of Education National Report 2008; Pretorius & Naudé 2010; Tytler 2010). For example, literacy levels in South Africa, including the reading levels of school children, are extremely low compared to those of children of

the same age in neighbouring countries (Ministry of Education National Report 2008; Wessels 2010). However, this issue of children's inability to read and the lack of interest in reading are not confined to South Africa, but is also prevalent in other developing countries (Wessels 2010). Generally, learners are no longer interested in reading for pleasure and enjoyment, instead they read only to pass an examination (Igbokwe, Obidikeet & Ezejial 2012). Since children are the adult citizens of tomorrow, getting involved with them creates an opportunity that they can appreciate and benefit from the archival evidence and records upon which a sense of individual and national identity and continuity depends (Van der Valt 2011).

2.9 The use of technology in promoting public repositories

The use of various information and communication technologies (ICT) and social media technologies (Igbokwe et al. 2012), for example, social networking on Facebook or playing videos on YouTube might help archivists to promote and create awareness of archival holdings. According to the SAinfo report (2011), South African Internet users have embraced social media as a core pillar of their online activities, with Mxit, Facebook and WhatsApp having the highest number of users.

Today's students are "digital natives" – native speakers of the digital language of computers, video games and the Internet (Prensky 2001). Learners spend most of their time on social media technologies engaging in non-educational activities (Igbokwe et al. 2012). Wamukoya (2013) poignantly notes that in order to attract the millennial generation into our archival institutions, we need to revamp and revise our academic programmes, thereby entrenching technology-oriented courses, skills and competencies for the betterment of the profession.

The use of information and communication technologies (ICTs) has affected user services including children (Zolotarevsky 2010:48). As result of the advent of ICTs, users expect public archives to make their services available remotely 24/7 and 365 days of the year (Hlophe & Wamukoya 2007). Several social networking sites have the common goal of trying to help people connect (Abram 2012). Archivists should use social media to reach out to users and potential users of the archives (Crymble 2010; Lacher-Feldman 2011). Archival institutions have a unique opportunity to digitise their

collections and make them available in the living Web or Web 2.0 environment, which includes web logs (blogs), photo-sharing sites, social booking sites, wikis and social networks (Daines & Nimer 2009). Ngulube (2011:08) attests that archivists must tactically embrace emerging technologies (Prelinger 2007:118). These technological changes are influencing the way that archivists should interact with their clients and make their holdings accessible.

Archivists should also take advantage of the powerful networking and collaborating tools provided by ICTs such as Web 2.0 technologies to explore new opportunities to promote and create awareness about their services to take archives to the youth, including children, in South Africa. In this way they decentralise their services and make archives accessible on a nationwide basis without requiring people, including children, to visit the archival buildings that house collections, which in most cases, are located far away from the people.

Druin (2005:21) states that studies have shown that children have a strongly positive view of technology and that technology is a key element of how they define themselves. Many learners are reportedly accessing the Internet to browse the Web and social networking media both at school and at home (Sarah 2010). The youth, including learners, are digital and they like to use the internet. For example, learners as young as 10 years old use Mxit, Facebook and Twitter to send and receive messages from peers around the globe; they use YouTube to view videos and Wikis for research purposes (SAinfo Report 2011).

Kilasi, Maseko and Abankwah (2011) carried out a study in Swaziland and Tanzania in order to understand the expectations and behaviour of users of archives. A major finding from the survey is that archivists were not exploiting information technology (IT) to meet users' needs. Archival scholars such as Jimerson (2003:14), Ngoepe and Ngulube (2011:6), and Yakel, Duff, Tibbo, Kriesberg and Amber (2012:297) point out that national archival institutions have a role to play in adopting robust public programmes to make their services known. This can be done by using schools as a conduit to taking public archives to children in South Africa.

The literature reveals that the use of social media in South Africa is high, particularly among the youth. However, it is not being used sufficiently by public repositories in Gauteng. Ngoepe and Ngulube (2011) also conducted a similar study in Pretoria, South Africa, where they noted that the national archives did not make use of social networking tools to market the archives. Likewise, as in Fereiro's (2011) observation, Ngoepe and Ngulube (2011) agree on the fact that more research should be done into the use of Web 2.0 tools in the archives. In a study by Kamatula, Mnkeni-Saurombe and Mosweu (2013) on the promotion of documentary heritage by the National Archives of Tanzania, South Africa and Botswana (members of ESARBICA), the findings revealed that none of these countries made use of Web 2.0 tools to promote their holdings.

2.10 Summary

This chapter focused on public programming initiatives and the literature available on this topic from the Gauteng province of South Africa and elsewhere was reviewed and presented. It would seem that there is interest in the topic with published articles and theses from various countries (Saurombe 2016; Ngulube 1999; Kemoni 2002; Ngulube & Tafor 2006; Garaba 2010; Ngoepe & Ngulube 2011; Kamatula 2011; Njobvu, Hamooya & Mwila 2012; Kamatula, Mnkeni-Saurombe & Mosweu 2013; Simbawachi 2013).

The review of related worldwide and local studies indicates that public programming as a means of promoting access to the archives is a matter of concern worldwide. This discovery certainly supports the significance of this study, in that there is still more that we need to learn and share to ensure ideal public engagement with the public archives of Gauteng.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter dealt with the literature review of this study. This chapter provides information on the research methodology applied in this study. Research methodology is a way to systematically solve the research problem (Kothari 2004:08). It is the general approach taken in carrying out the research project and, to some extent, dictates the particular tools the researcher selects (Leedy & Ormrod 2005:12).

In order to explore this understanding, it was necessary to adopt a research approach that allowed the researcher to become close to the participants and gain an insider's perspective on how they assign meaning to the concepts being studied. The approach, methods, and instruments that were used to conduct this study are discussed in detail. The chapter further discusses issues relating to the target population, sampling, data quality, ethical considerations and data analysis.

3.2 Philosophical paradigm

The three common paradigms are positivism, interpretivism and pragmatism (Babbie 2011; Creswell 2009; Neuman 2014; Williamson 2013). Modern positivists adopt an essential orientation to reality: reality is real; it exists out there and is waiting to be discovered (Neuman 2011). The basic observational laws of science are considered true, primary and certain because they are built into the fabric of the natural world (Mulkay 1979). In this vein, positivism is directly related to quantitative research because quantitative research seeks to observe the natural world by using instruments (Neuman, 2011). Cecez-Kecmanovic and Kennan (2013: 121) further explain that:

Positivist researchers generally aim to answer questions about relationships among well-defined concepts with the purpose of explaining, predicting and controlling phenomena. The main reason for research is to discover regularities and causal laws so that people can explain, predict and control events and processes.

According to Merriam (2009:08), in "interpretive research or constructivism, which is where qualitative research is most often located, reality is socially constructed, that is,

there is no single observable reality. Rather there are multiple realities or interpretations of a single event. Researchers do not find knowledge, they construct it.” This research fits the description because the researcher sought to construct and interpret information from the learners, teachers, staff of NARSSA and the public repositories in Gauteng, by making use of observations and documents so as to understand the phenomenon of using schools as a conduit for taking public archives to children in the Gauteng province in South Africa.

Creswell (2009:08) argues that the interpretivist researcher seeks to make sense of, or interpret, the meanings of others. While positivist research focuses on theory verification, interpretivism seeks to generate theory and is termed as constructivism (Creswell 2009). This is usually achieved through research methods such as ethnography.

According to Crotty (1998:113), critical social research

is a contrast between research that seeks merely to understand and research that challenges ... between a research that reads the situation in terms of interaction and community and a research that reads it in terms of conflict and oppression between a research that accepts the status quo and research that seeks to bring about change.

Critical social research also aims to provide an explanation, description and understanding but, unlike positivist and interpretive research, does not consider them sufficient. Critical researchers are motivated by liberating and emancipating purpose and aim to affect practical affairs, life and working conditions of people (Williamson & Graeme 2013:121).

The key distinguishing feature of critical social research is its concern with moral and ethnic questions related to (often hidden) forms of domination, control and exploitation through information system and knowledge management systems (Brooke 2002; Cecez-Kecmanovic 2001; Stahl 2003). A social science investigator does not focus strictly on the physical behaviour and events taking place in the social space, but also delves into how the participants in the study make sense of these and how their

understandings influence their behaviour (Bicklam & Rog 1998:75). It is hoped that the understanding the staff of NARSSA and Gauteng Provincial Archives have about schools could help influence their behaviour towards reviewing and modifying their public programming methods to accommodate school learners. This focus on meaning is central to what is known as the interpretive approach to social science (Bicklam & Rog 1998:75). Having discussed the central tenets of the interpretivism paradigm, the researcher noted that its potential could be realised by adopting a qualitative approach.

This resulted in a specific methodology being selected for the study and the overall structure for procedures to be followed during the study. A description of the data collection methods and instruments that will be used in the study will be provided in some detail. Briggs and Coleman (2007) contend that methodology provides a rationale for the way in which the researcher carries out research activities. In this study, the qualitative research design is employed.

Blaikie (2009) notes that interpretivism is deeply rooted in classical hermeneutics traditions, which articulates that meaning is hidden and must be brought to the surface through deep reflection (Schwandt 2000; Creswell 1994). The notion of reflectivity is the central tenet of the interpretivist paradigm and can be induced by the researcher-participant relationship and by doing this they become social agents (Ponterotto 2005; Mustafa 2011). In this study, by engaging school learners, the researcher attempts to find ways that will cause the staff of NARSSA and the Gauteng Provincial Archives to raise awareness and promote access to their holdings with interesting public programming activities.

3.3 Research approaches

Creswell (2014) explains that there are three major research approaches: qualitative, quantitative and mixed methods. It is important to understand what each approach entails in order to select the best approach for a study. These approaches are described as follows:

- (a) Qualitative research:** is a means of exploring and understanding the meaning that individuals or groups ascribe to social or human problems. The process of research involves emerging questions and procedures, data typically collected in participants' setting and data analysis inductively building from particulars to general themes.
- (b) Quantitative approach:** is a means of testing objective theories by examining the relationship between variables. These variables are typically measured on instruments, so that numbered data can be analysed using statistical procedures.
- (c) Mixed methods research:** is an approach with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases of the research process (Creswell & Plano Clark 2011:5).

Bryman (2012:35) describes quantitative research as a strategy that sets out to quantify the collection and analysis of data. This deductive approach adheres to the natural scientific model, which is founded upon positivism. Quantitative research does not distinguish people and social institutions from the world of nature (Bryman 2012). According to Neuman (2011), in quantitative studies, procedures are standard and replication is frequent because quantitative research is more formalised and controlled. Data collection methods in quantitative research include surveys (questionnaires), structured interviews, structured observations, content analysis that seeks to quantify content in terms of pre-determined categories, and experiments. Data analysis is done by using statistics, tables or charts (Neuman 2011). Establishing reliability and validity of measures is important to quantitative research. Another key preoccupation to quantitative research is the generalisation of the findings, which is linked to representativeness when drawing a sample for the quantitative study.

Hesse-Biber and Leavy (2004:01) define qualitative research as “a distinct field of inquiry that encompasses both micro- and macro-analysis, drawing on historical, comparative, structural, observational, interactional ways of knowing.” One of the differences between the quantitative and qualitative styles comes from the nature of

data. Soft data, in the form of impressions, words, sentences, photos, symbols and so forth, dictates different research strategies from data in the form of numbers (Neuman 2011).

Qualitative research involves the use of qualitative data such as in-depth interviews, document and participant observation, and ethnography to understand and explain social and cultural phenomena (Myers 1997; Ngulube 2009 & 2010).

Qualitative research emphasises words rather than quantification in the collection and analysis of data and the data is expressed in 'words' information about feelings, values and attitudes (Babbie 2010:35). Stangor (2011:15) describes qualitative research as descriptive research that is focused on observing and describing events as they occur, with the goal of capturing all of the richness of the everyday behaviour.

The mixed methods strategy is described as a strategy that combines forms of both the quantitative and qualitative strategies. Creswell (2009) as well as Romm and Ngulube (2015) argue that many researchers confuse this strategy with the triangulation of research methods. According to these authors, the mixed methods strategy does not only include the combining of methods (as this can occur within a single paradigm), but the combination of philosophical views or paradigms too. In Creswell's (2009:4) terms, this involves "the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research". This study, however, will not employ the mixed methods research technique because the nature of the study and the population type allows for a study that is mainly interpretive in nature. To that effect, the current study will employ the qualitative approach to provide public archives repositories in South Africa with informative suggestions to review and modify their public programming methods to be accommodative of school learners.

3.3.1 Match between problem and approach

Qualitative research methods are approaches that produce a detailed and non-quantitative account of small groups, seeking to interpret the meaning that people make of their lives in a natural setting (Payne & Payne 2004:175). According to Blaxter,

Hughes and Tight (2006:64), qualitative research is concerned with collecting and analysing information in as many forms, chiefly non-numeric, as possible.

Creswell (2013:11) points out that certain types of social research problems call for specific approaches. In cases where the problem seeks to identify factors that influence an outcome, the utility of an intervention or understanding of the best predictors of outcomes, a quantitative approach is best. On the other hand, if a concept or phenomenon needs to be understood because little research has been done on it, it merits a qualitative approach (Strauss 1998; Patton 2002; Creswell 2013).

As highlighted in the problem statement, little research has been done into using schools as a conduit for taking public archives to children in the Gauteng province of South Africa, hence the research fitted. Denzin and Lincoln (2003) and Lacovino (2004) reinforce the appropriateness of the qualitative research approach to the archival discipline.

3.3.2 Strengths and weaknesses of qualitative research

The adoption of a qualitative research methodology was informed by a number of strengths it presents. The following are some of the strengths as observed by Amaratunga, Baldry, Sarshar and Newton (2002:19):

- The data gathering methods are seen as more natural than artificial;
- The ability to look at change processes over time;
- The ability to adjust to new issues and ideas as they emerge; and
- The ability to understand people's meanings.

Keegan (2006:607) sums up the strengths of the qualitative research approach by reiterating that the prevalence of rigor, reflection, reflexivity, intuition and contextualised subjectivity in qualitative research is the approach's greatest strength.

Despite its strengths, qualitative enquiry is not immune to criticism. Dewah (2011:146) states that one of the major weaknesses or drawbacks of qualitative data gathering techniques such as in-depth interviews, observations and content analysis is that it is time consuming. Babbie and Mouton (2010:326) also affirm that a qualitative research

approach can be expensive and time consuming when conducting field research. Qualitative research is also associated with researcher bias and the lack of reproducibility. Bryan (2008:391) articulates that qualitative investigation by virtue of being the main research instrument makes it difficult to replicate a study. In view of this limitation, Daymon and Holloway (2010:11) counter this accusation by explaining that qualitative researchers are not associated with an interest in replication but that their interest lies in specific settings.

Lastly, qualitative research lacks transparency. Bryman (2008) argues that qualitative researchers are often criticised on the grounds of inarticulate procedures that were followed to select samples, and collect and analyse the data. However, the researcher maintained an audit trail and properly described the processes so that readers could easily follow them.

Scholars like Penzhorn (2002), Creswell and Miller (1997), Merriam (2003), Creswell (2005), Leedy and Ormond (2005), Denzin and Lincoln, Silverman (2005), Marshall and Rossman (2006) and Yin (2009), purport that by applying the qualitative approach, researchers are afforded the space to channel the research processes. In this study, the researcher conducted interviews and made observations at NARSSA and Gauteng Provincial Archives. Observations were done during the National Archives Week. Due to the nature of the research objectives for this study, the selected data collection tools used for this study were interviews and observations. Interviews were conducted with learners, teachers and staff of NARSSA and the Gauteng Provincial Archives. This qualitative study used interview guides as a primary tool to collect data. Data obtained via interviews was augmented with observations.

3.4 Research design

Saunders, Lewis and Thornhill (2009:600) describe a research strategy as a generic plan guiding the researcher to answer the specific research questions. Saunders et al. (2009) mention that an appropriate research strategy has to be selected based on research questions and objectives; the extent to which existing knowledge on the subject area to be researched; the amount of time and resources available; and the

philosophical underpinnings of the researcher. This study adopted a qualitative case study approach.

Leech (2006) defines a case study as a qualitative research method. This case study set out to investigate schools as a conduit for taking public archives to children in the Gauteng province of South Africa. Therefore, the case study approach was appropriate. The factors that influenced the use of the case study design were: the nature of the research questions; the amount of control the researcher had over the variables under investigation; the desired end-product and the identification of a bounded system as the focus of investigation (Merriam 1988:08).

Bailey (1978:42) defines a case study as “an in-depth study (usually longitudinal) of one or a few cases, in contrast to a more superficial cross-sectional study of a larger sample”. Creswell (2007) says that a case study can be viewed as an in-depth analysis of a bounded system (bounded by time and/or place) or single or multiple cases, over a period of time. Yin (2003:47) indicates that case study research is appropriate when investigators hope to “(a) define research topics broadly and not narrowly, (b) cover contextual or complex multivariate conditions and not just isolated variables, and (c) rely on multiple and not singular sources of evidence”.

Johansson (2003) states that the flexibility of a case study approach makes it desirable to researchers. A case study can combine different research methods with the purpose of illuminating a case from different angles. The author further states that it is this triangulation, the combination of different levels of techniques, methods, strategies or theories that provides an important way of ensuring the validity of case study research. Jack and Baxter (2008:556) support the adoption of a case study methodology in research studies because of the triangulation capabilities invested within it that enables viewing and exploration of the phenomena from multiple perspectives.

Case studies, as highlighted by Yin (1994:53), as well as Darke, Shanks and Broadbent (1998:275), are defined as an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not evident and it relies on multiple sources of evidence. The case study typically combines data collection techniques such as

interviews, observation, questionnaires, and document and text analysis (Johansson 2003). This research design provided logical inter-linkages between the collected data and the research questions (Yin 2009:24). Denzin and Lincoln (2003) propose that qualitative research “crosscuts disciplines, fields and subject matter” and is characterised by complex, interconnected “terms, concepts and assumptions” (Denzin & Lincoln 2003:2). Lacovino (2004) regards the qualitative method appropriate for the archival science discipline. Mwanje (2001:71) states that it is necessary to build a “complex, holistic picture of the subject of interest”. To achieve this, a mixed method combining qualitative approach (interviews and observation) was used. This choice is dictated by the nature of this study that requires gathering different types of information to answer the outlined research questions.

For this study, a case study method afforded the researcher an opportunity to understand using schools as a conduit for taking public archives to children in the Gauteng province of South Africa. It is hoped that this study will inform public archives repositories in South Africa to review and modify their public programming methods to interest learners in archives.

In this study, the researcher conducted interviews and made observations. The study was conducted in three phases: interviews were conducted with learners and teachers from each school in the first phase, and interviews were conducted with staff of NARSSA in the second phase. In the third phase, interviews were conducted with staff of the Gauteng Provincial Archives. Learners were observed during the annual Archives Awareness Week of 2017. The researcher believes that the different phases facilitated the combined use of qualitative methods to collect and interpret data. The qualitative analysis involved thematic analysis of the content from the interviews and observations.

3.5 Population and sampling

A population is the entire group of persons or set of objects and events a researcher intends to study. It is the aggregate of all the cases that conform to some designated set of specifications (Judd, Smith & Kidder 1991:130). The population of a study can be described as the “total number of cases that can be included as research subjects”

(Matthews & Ross 2010:154). According to Ngulube (2005:133), it is important to define the population of the study prior to collecting data as an appropriate sample size will reflect the population as precisely as possible. This study targeted key informants such as school learners and teachers, and staff at NARSSA and Gauteng Provincial Archives whose views were considered relevant to, and important for the study.

The population or the unit of analysis in the study included school learners aged 13–18 years from the 19 schools that were engaged in public programming activities during the annual Archives Awareness Week in 2016, teachers, staff of NARSSA and the Gauteng Provincial Archives.

Sampling is defined as the process of selecting units of analysis or individuals who are a representative or sub-set of the wider target population to be studied and investigated with the aim of generalising the findings to the entire target population (Babbie 2007; Du Plooy 2009; Floyd & Fowler 2009; Krathwohl 2009; Payne & Payne 2004). According to Coetzer and Ramahuta (2007:33),

sampling means selecting a given number of subjects from a defined population as representative of that population. If the sampling is done properly, the researcher can reach conclusions about an entire target population that are likely to be correct within a small margin of error by studying a relatively small sample.

Sampling strategies or methods are designed to allow for the selection of samples from the unit of analysis. There are two sampling methods, namely the non-probability (random sampling) and probability (purposive sampling). Non-probability sampling is used when the focus is on the specific and its meaning, while probability sampling is when the focus is a generalisation to the population (Payne & Payne 2004). Chilimo (2008:140) adds that:

In probability sampling, a reasonable number of subjects, objects or cases that represent the target population are selected. In this kind of sampling, a researcher can determine the probability that any element or member of the population will be included in the sample.

Greig, Taylor and MacKay (2007:72) define purposive sampling as “where the researcher selects participants, employing judgment to ensure that the sample is selected on the basis of the information required.”

Kumar (2005:179) states the use of purposive sampling is determined by “the judgement of the researcher as to who can provide the best information to achieve the objectives of the study”. This assertion by Kumar (2005) is corroborated by Leedy and Ormrod (2010), as well as O’Sullivan, Rassel and Berner (2008), who all express the view that the use of purposive sampling depends on the researcher’s judgement of who to include in a sample (Lewis & Elam, 2003). Patton (2002:440) argues that “the logic and power of purposeful sampling lies in selecting information-rich cases for study”. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry, hence the term, purposeful sampling.

Purposive sampling was used to select the participants (only learners who have been involved in public programming activities) that were interviewed. Due to the nature of the research objectives for this study, the selected instruments used for this study were interviews and observations. Therefore, in this study, data was collected from learners at four schools, their teachers, and the staff of NARSSA and the Gauteng Provincial Archives.

3.6 Data collection tools

Data collection instruments for this study can be explained as tools employed to collect data during a research project. According to Ngulube, Mathipa and Gumbo (2015), the commonly used instruments to collect data are questionnaires, interviews, observation and document analysis. According to Majumdar (2008:247), data collection requires the selection of a mode of data collection and the development of a data collection form on which the data is entered. According to Kumar (2005:137),

the construction of a research instrument or tool is the most important aspect of a research project because anything you say by way of findings or conclusions is based

upon the type of information the researcher collects, and the data collected is entirely dependent upon the questions asked of the respondents.

Creswell (2008) views data collection as identifying and selecting individuals for study; obtaining their permission to study them; and gathering information by asking people questions or by observing their behaviour. It involves obtaining discrete units of information from the study population (Powell & Connaway 2004). Collecting good quality data provides objective information for the problem under study, therefore, solutions can be obtained.

The practice of using more than one method to gain adequate data is termed "triangulation". Jack and Raturi (2006:345) describe triangulation as a combination of several research methodologies to study the same phenomenon. Onyango (2002:102) defines this practice "as a process where different methods, techniques, and tools of data collection or data sources are combined in a single study". Denzin (1990:511) argues that "the use of multiple methods in an investigation overcomes the weaknesses or biases of a single method". Researchers such as Bance (2012), Bradley (2005) and Kamatula (2011) have used a triangulation approach to conduct investigations into public programming.

Taking into account that this is not the first study to be conducted on a region-wide scale in the Gauteng province of South Africa, literature was consulted to determine how to best gather evidence. Chapter Two provides details of these related studies. The next step was to determine what kind of research strategies made this possible. Garaba (2010) explains that because schools, NARSSA and the public repositories in Gauteng are geographically dispersed over a great distance, different methods were triangulated. These included interviews and observations.

According to Garaba (2010), the triangulation of qualitative methods ensured that the findings were valid and reliable. Dick (1993) states that one of the key principles of action research is "to let the data decide". An advantage of the multi-method approach, or triangulation, is that the rigour of the research is improved and it produces a more accurate account. It allows for the use of best practices from the various methods. In

research, the use of various methods to collect the same data or triangulation is highly commendable (Frankfort-Nachmias & Nachmias 1996:226). Schellnack-Kelly (2013), Mhlanga (2014), Chigariro (2014), Saurombe (2016) and Moyo (2015) followed a similar approach where data was obtained through interviews and observation.

3.6.1 Interview

De Marrais (2004:55) defines an interview as “a process in which a researcher and a participant engage in a conversation focused on a question related to the study”. An interview is used to understand people’s perspectives, perceptions, feelings and thoughts (Patton 2002). According to Merriam (2009: 90), interviews are classified according to the amount of structure that they carry. According to Coetzer and Ramahuta (2007:36):

An interview is a purposeful interaction between two or more people focused on one person trying to get information from the other person. Interviews permit researchers to obtain important data they cannot acquire from observation. They also explore and probe participants’ responses to gather more in-depth data about their experiences and feelings.

Interviews are the most prominent data collection tools in qualitative research because they help investigators to access people’s perceptions, meanings, define situations and help construct reality (Punch 2014:144). According to Babbie and Mouton (2011:289), a qualitative interview should be flexible, interactive and continuous. Interviewing involves asking respondents or the study population questions and recording their answers.

Interviews are either structured or unstructured (Kothari 2004:97; Pickard 2007:175). The structured interviews involve the use of a set of predetermined questions and highly standardised techniques of recording (Kothari 2004:97; Pickard 2007:175). The structured interview is often referred to as a researcher-administered questionnaire as it is highly structured and follows many of the same guidelines as a questionnaire (Pickard 2007:175).

Interviewing in qualitative research involves a face-to-face verbal interchange between social agents (inquirer and informant) whereby the researcher attempts to obtain information, expressions or views from the informant (King & Harrocks 2010; Kvale 1996). Kvale (1996) notes that this interchange occurs when there is a topic of mutual interest and emphasises the social location of research data. This research made use of semi-structured interviews.

This study used face-to-face semi-structured interviews because of the ability to co-create meaning with interviewees, as well as the fact that interviews allow for digressions by the interviewer that can be productive as they follow the interviewee's knowledge (DiCicco-Bloom & Crabtree 2006:316). The other merit of a face-to-face interview is that it yields the highest response rate, even though the cost of travel for interviews could be high (Neuman 2003:290). Semi-structured interviews were utilised as another research method to gain comprehensive information on the topic to deeper and validated information (Mugenda & Mugenda 2003:86; Pickard 2007:175).

Unstructured interviews are more flexible and more likely to yield information that the researcher had not planned on asking (Leedy & Ormrod 2005:146). The researcher selected unstructured interviews because of the flexibility they provide where the order of the questions may be compromised and altered depending on the direction of the interview. As an attempt to provide a holistic picture with regard to taking public archives to schools in Gauteng, learners, teachers, and the staff of both NARSSA and Gauteng Provincial Archives were interviewed.

Four interview guides were developed for this process. Mason (2007:519) asserts that an interview guide helps the researcher align the questions to the objectives of the project. The same themes that were developed for the questionnaire were used to elicit the same information from the research questions.

3.6.2 Observation

Greig, Taylor and MacKay (2007:118) define the observation of children as research participants, as watching children individually, in relationships, in contexts and asking yourself what they see, feel, think and do. Observation is an indirect method of data

collection since, in most cases, it collects information without the full knowledge of the respondent (Sarantakos 1998:207).

According to Du Plooy (2002:147), observation as a means of collecting data is useful “to explore an area during the preliminary stages of a research study that can then be studied more fully by means of other methods such as interviews” and “to supplement or confirm data previously collected”. This instrument is common to anthropologists and ethnologists but it is now gaining popularity in various areas of research.

There are two types of observation, namely participant observation and non-participant observation (Babbie & Mouton 2001:293; Kumar 2005:120; Bless & Higson-Smith 1995:43). In the current study, participant observation was utilised. The researcher used participant observation to observe school activities. This method requires the researcher to join the group of people being studied in order to “observe and understand their behaviour, feelings, attitudes and beliefs” (Bless & Higson-Smith 1995:43). However, in this case, the observation was modified in that participation was not continuous and the group was aware of the researcher’s participation.

Shaw, Brady and Davey (2011:26-27) also outline the importance of observation when conducting a study of children and young people. They suggest reaching an agreement on procedures for the following situations:

- how to observe without disrupting ongoing activities and routines;
- how to refrain from participating when conducting a non-participant observation (including strategies on how to politely decline children and young people’s requests to talk or play with them during an observation); and
- when it would be appropriate to suspend the observation and intervene (for example to prevent serious physical danger to a child).

The observations were conducted when the researcher attended the annual National Archives Awareness Week, on 8 to 12 May 2017, at NARSSA. This event provided the researcher with an opportunity to interact with the learners, teachers, and the staff of both NARSSA and Gauteng Provincial Archives. That “casual social interaction” (Yin 2009:109) enabled the researcher to interact with the learners, teachers and staff

of NARSSA. Kemoni (2007), Ndenje-Sichalwe (2010), Schellnack-Kelly (2014) and Saurombe (2015) used also observations in their studies.

As in the case of the interview guides and observation, these concepts are in line with the objectives of this study.

3.7 Data analysis

In qualitative research, data is collected to describe details about people, actions and events in their lives (Neuman 2011:507). Bodgan and Bilken (2007:159) contend that data analysis is the process involved in systematically searching and arranging the interview transcripts, field notes and other materials that are gathered by the researcher so that he/she can make the findings.

In this study, interviews were conducted in English. The categories were examined using one of the basic methods of content analysis, namely, thematic analysis. Leedy and Ormrod (2010) explain that qualitative data, such as the information obtained through interviews, is analysed by constructing interpretive narratives from this information. The data was grouped according to each theme emanating from the objectives of the study. This means that all responses addressing a particular objective were grouped together. A similar approach was taken to data collected through observation. The data obtained from observations was integrated and grouped thematically with the data obtained from interviews in an effort to answer the research questions.

3.8 Data triangulation

Jack and Raturi (2006:345) describe triangulation as a combination of several research methodologies to study the same phenomenon. Neuman (2011:164) elaborates that triangulation in social research offers one the opportunity to view a phenomenon from multiple perspectives. The complexity and scope of this research calls for triangulation of data. The term “triangulation” is defined by Keyton (2006) as the “use of multiple data collection technologies, multiple theories, multiple researchers, multiple methodologies or combinations of these four categories of

research activities.” Triangulation enables the researcher to study the research problem from different perspectives, angles and dimensions and to understand it better in order to improve and enhance the findings (Machet, Du Toit & Wessels 2010; Sarantakos 2005; Yin 2009).

The complexity and scope of this research calls for the triangulation of data. Triangulation refers to the use of different or multiple methods of data collection which can increase the reliability of observation (Mouton & Marais 1990:91). It is better to look at something from different angles than to look at it in only one way. A study using both interviews and observation is more comprehensive.

The researcher used methodological triangulation to study the units of analysis to answer the research questions as directed by the research objectives, employing the qualitative research methods to gather data. The aim was to collect qualitative data to increase the validity and credibility of the findings. As argued by Creswell (2009), Jupp (2006) and Neuman (2014), triangulation enables a researcher to make the best out of the strengths of the different research methods while minimising the weaknesses of the same research methods.

Using multiple data collection methods assists in the gathering of information from different perspectives, especially considering that children have different developmental and cognitive stages and would therefore respond differently data collection methods (Hill 2006). The instruments that were used within the survey method included self-administered questionnaires to learners and teachers, and emailed questionnaires to staff of NARSSA and public repositories in Gauteng. To ensure a triangulation approach, questions on the self-administered questionnaire in this study comprised open-ended and closed-ended questions to allow the researcher to collect both qualitative and quantitative data from respondents.

Romm (2015:136) articulates that the analysis of qualitative data involves the creation of codes, “which is a word or short phrase that is assigned to a selected segment of data”. Payne and Payne (2004) assert that, normally, the data collection, coding and data analysis often occurs concurrently in qualitative research. Before analysing the data, all the information should be presented in a format that will ease the

categorisation process and audio tapes should be transcribed into verbatim written format. Thereafter, the text should be read as a whole to contextualise the information, followed by classification and ordering (Payne & Payne 2004:38). Qualitative data analysis occurs concurrently with data collection in a way that enables investigators to generate an emerging understanding about research questions (DiCicco-Bloom & Crabtree 2006; Merriam 2009). Various researchers such as Venson, Ngoepe and Ngulube (2014) have used this approach to conduct similar studies, for example, in their article *“Assessing the extent to which the National Archives and Records Service of South Africa has fulfilled its mandate of taking the archives to the people”*.

3.9 Trustworthiness of data

Law and MacDermid (2008:362) explain that “the overarching concept when considering rigour is trustworthiness.” They further articulate that trustworthiness ensures the quality of the findings and increases the readers’ confidence in the findings. This requires logical connections between the various steps in the research process from the purpose of the study through to the analysis and interpretations (Letts et al. 2007). Researchers classify validity as internal or external (Yin 2003). In the design of a study, the care taken to conduct measurements and decisions concerning what should be included is its internal validity. There are four components of trustworthiness that are crucial for ensuring rigour in qualitative study, namely credibility/internal validity, transferability/internal validity, dependability/reliability and confirmability/objectivity (Sandelowski 1986; Morse 2008 Merriam 2008).

According to Bryman (2012:390), trustworthiness is made up of four criteria of equal importance in quantitative research:

- **Credibility** – parallels internal validity and is about ensuring that the research is carried out in the correct way and the results are confirmed by the population to show that the investigator understood their social world. After collecting data from all the regions and analysing it, the investigator went back to some of the respondents and checked with them if the correct information was captured.

- Transferability – parallels external validity and is concerned with producing detailed accounts of the social world rather than focusing on coverage.
- Dependability – parallels reliability and relates to keeping record of all phases of the research to establish how well proper procedures are being and have been followed.
- Confirmability – parallels objectivity that is about ensuring that the researcher is objective enough and has not allowed personal feelings, values or perceptions to sway the conduct of the research and the findings thereof. The responses were recorded as they were, and to check that the investigator listened to the tapes confirming that what was said is actually what was presented in this document.

Following the assurance that the research strategy is straightforward, replicable and valid, the next step is to ensure that the research procedures are ethically sound. Bryman (2012:135) puts forth that a researcher's project should not bring harm to participants or invade their privacy. In addition, participants should provide informed consent before participating in a study. Lastly, the researcher should strive to report the truth rather than present concocted findings. Section 1.11 outlined the ethical considerations for this study. This study adheres to the University of South Africa's (Unisa 2007) policy on ethics with regard to research.

3.9.1 Credibility or internal validity

In a case study, this becomes especially relevant in the data analysis phase because that is where explanations and rival explanations are examined. Flick (2007:42-44) suggests that "researchers using the case studies strategy could therefore systematically triangulate more than one case (the collective case study), investigator, paradigms (mixed methods), theory and methods of data gathering, and analyses with the aim of enhancing the scientific rigour of their studies". The reason is that it determines the degree to which conclusions about causes of relations are likely to be true, in view of the operational measures used, the research setting, and the whole research design. According to Rowley (2002:20), internal validity is relevant for

“explanatory or causal studies only, and not for descriptive or exploratory studies”. The correct operational measure for the concepts under study is the construct validity (Yin 2003), which is a type of internal validity.

3.9.2 Transferability or external validity

Transferability is related to whether the findings can be transferred to other situations and are analogous to external validity. This notion was satisfied by providing adequate description and detailed presentation of the setting and findings of the study (Merriam 2009; Letts et al. 2007).

3.9.3 Dependability/reliability

The researcher ensured that this notion was satisfied by clearly explaining the process of research, including the methods of data collection, analysis and interpretation was indicated by evidence of an audit trail or peer review (Merriam 2008:216).

3.9.4 Confirmability or objectivity

Merriam (2008) observes that this encompasses strategies used to overcome the charge of subjectivity in research and is concerned with the neutrality of the data rather than the researcher. This was enhanced by the researcher being reflective and engaging in peer debriefing such as asking colleagues to review the decision points throughout the process and consulting expert colleagues about ideas and interpretation of data, as well as engaging participants about ideas and interpretation of data (Letts et al. 2007).

In this study, various methods were used to ensure that the validity and reliability of the findings were achieved. These included the pre-testing of data collection instruments and triangulation. Reference to related studies was also made in order to determine suitable research methods and tools that could be of benefit to this study, and based on the precedent set by Abankwah (2008), Garaba (2010), Ngulube and Tafor (2006) and Sibanda (2011). This study also utilised the survey approach, and as a result, the criterion of validity was achieved.

3.10 Ethical considerations

The word “ethics” is defined as a set of moral principles, which guide, control and influence the behaviour of the researchers. The ethical issues, principles and considerations that underpin this study are discussed in this section are intended to avoid inflicting harm on the respondents legally, physically, emotionally and psychologically. Accordingly, the University of South Africa’s (Unisa) policy on research ethics (2013), will be used as a point of departure with regard to the ethical issues, principles and considerations that are taken into account with respect to the rights of the respondents during and after the study. Therefore, in this study, an ethical clearance certificate was obtained from the Department of Information Science Ethics Review Committee (see Appendix A).

The interviewed respondents were selected purposively to obtain their input with regard to taking public archives to school learners. Nonetheless, as per the Unisa policy on research ethics, permission attached as (Appendix E and Appendix F) was required from NARSSA and Gauteng Provincial Archives to include their staff in the study. The researcher communicated with the director of NARSSA and the response from Gauteng Provincial Archives are attached as Appendix S and Appendix T respectively. For this research, permission and/or clearance to conduct the research with learners from the four schools and their teachers attached as (Appendix B to Appendix D) was sought from the Department of Education and the district offices. Their responses are attached as Appendices U to X. For the purpose of anonymity, the letters A to D respectively, (identified the four schools visited) their responses are attached as Appendices Y to BB. (All pictures taken during observations were shown to the teachers and archivists; they indicated that they had no problem with being included in the study document. However, the researcher protected their identities by blocking out their faces on the pictures that were used).

The interview guides included a covering letter briefly explaining the purpose of the study and the researcher’s expectations of the respondents. The letter also provided details confirming that, in line with Unisa’s policy on research ethics (Unisa 2007), the information collected was strictly for research purposes and would remain confidential.

Other ethical issues in research are anonymity and confidentiality (Babbie 2010; Sarantakos 2005; Machet & Tiemensma 2008; Yin 2009). The Unisa policy on research ethics (2007:11) maintains that:

Researchers should maintain privacy, anonymity and confidentiality of information in collecting, creating, storing, accessing, transferring and disposing of personal records and data under their control, whether these are written, automated or recorded in any other medium, including computer equipment, graphs, drawings, photographs, films or other devices in which visual images are embodied.

Moreover, the University of South Africa requires all researchers to seek ethical clearance through the departmental Higher Degrees Committee to ensure that the research procedures are ethically sound. That study obtained this clearance before the commencement of data collection. The findings will be reported as per the information collected from the respondents (Babbie 2014); however, as in all research, it was necessary to refer to the work of other researchers. Therefore, all works consulted and quoted were acknowledged and a reference list is provided in accordance with the citation standards set by the Department of Information Science at the University of South Africa (Unisa 2013)

3.11 Research evaluations

It is imperative to evaluate the procedures involved in conducting the study to outline the strengths and weakness of the study. The study used a qualitative approach. Myers (2002) argues that the major strength of a qualitative approach is the depth to which explorations are conducted and descriptions are written. In this study, semi-structured interviews were conducted, supplemented by observations. All research methods have their strengths and weaknesses. However, the researcher believes that the triangulation of the data collection instruments proved useful in enabling the researcher to collect reliable data.

In the course of data collection, the researcher experienced some problems. One of the challenges that was encountered included obtaining permission from the Department of Education head office and the district offices. Despite obtaining

research permission from the Department of Education head office, research approval had to be obtained from the district offices before conducting research. Permission had also to be obtained from the school principal before conducting research. In some schools, permission from the principal to collect data was requested via email and telephone more than three times in a period of six months until researcher personally went to the schools – only then, was permission granted. The principal was given a brief prior to granting the researcher approval for the study. In the permission letter provided to the schools, details, such as personal details, affiliated institution, purpose of visit and contact information were provided.

Secondly, the NARSSA public programming list for 2016 did not correspond with the information the researcher received from the school in terms of the years learners were involved in programming activities. In school A, for instance, only six learners were available for the study and no teacher was available. The other learners had already completed their matric. According to the school, learners only visited NARSSA in 2014. Thirdly, at school B, two teachers were available and no learners were available as the others learners had already completed their matric. According to school B, the learners only visited NARSSA in 2014.

Fourthly, at school C, learners were engaged in public programme activities with the staff of public repositories in Gauteng in 2015 and 2016. The majority of the learners who participated in public programme activities at the time were in grades 11 and 12. This means that most of them had already completed their matric. Lastly, at school D, the teacher who was involved in the public programming activities was also unavailable as she was no longer employed at the school because she was appointed on a temporary basis. Like in the other schools, only five learners were available as most of the learners who had participated completed their matric. According to the school, the learners were engaged in public programme activities with the staff of public repositories in Gauteng in 2016. Most learners who participated in public programme activities at the time were in grades 11 and 12. Meaning that most of them had already completed their matric.

In other cases, more than one visit was made before data could be collected. This implied that earlier appointments had to be rescheduled in some schools or new appointments had to be sought, which posed a further challenge, as the researcher had to again travel to these schools.

Despite the challenges encountered during data collection, a study using school learners to take public archives to children, most of the targeted learners and teachers in four schools from three districts, staff of NARSSA and Gauteng Public Archives was ultimately conducted. Sufficient data was obtained from learners and teachers in four schools from three districts, and the staff of NARSSA and Gauteng Provincial Archives, who adequately addressed the study research objectives and provided the basis for the processing and analysis of the data collected.

The use of multi-methods provided the researcher with the possibility of addressing issues from multiple perspectives. That in turn enriched and enhanced the research findings. Bryman (2006) suggests that a multi-methods approach can allow for the limitations of each approach to be minimised while strengths are built upon, thereby providing stronger and more accurate inferences. In support of Woolley (2008), Ngulube, Mokwatlo and Ndwandwe (2009) posit that triangulation, completeness and complementarity are some of the reasons for using multi-methods approaches.

3.12 Summary of the chapter

Chapter Three provided an outline of the methodology used in the research to gather and analyse data. This was done by locating the research in the broader realm of qualitative research and establishing a case study as the research design. However, due to the weaknesses of this strategy such as proving validity, a multi-technique approach was followed. Interview guides and observations were the main sources of information pursued. The sample and analysis method used was also identified.

The research methods were evaluated to determine their strengths and weaknesses, highlighting what could have been done differently to yield better results. Triangulation was revealed to be a complex concept that could be explained from different stages

in the research process. It is also important to consider the scope and limitations of the study as an acknowledgement that it was open to comment and/or improvements.

It was established that the concept of validity research was still being examined by some researchers. Issues with regard to research ethics were adhered to as stipulated by the Unisa research ethics policy (Unisa 2007). In Chapter Four, a discussion of the data and findings is presented. The next chapter (Chapter Four) focuses on the presentation of results obtained from interviews schedules with learners, teachers, staff of NARSSA and the Gauteng Provincial Archives, content analysis and observations.

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

The preceding chapter looked at the research design and methodology employed to conduct this study. The chapter focused specifically on the steps that were followed to answer research questions. It outlined that a triangulation of data collection tools were used, which included interviews and observation.

The findings of this study were attained as a result of the research procedures described in Chapter Three. This chapter presents the findings from the interviews and observations, as well as the document analysis. Blum (2006:2) states that:

Chapters four and five of a dissertation present the findings from data gathered by the researcher. Section titles organise the data in a logical manner. Findings are presented in detail, in a sufficient manner, and describe the systematic application of methodology.

Johnson (2012:n.p) defines data analysis as a process used to transform, remodel and revise certain information (data) with a view to reaching a certain conclusion for a given situation or problem. The presentation and analysis of the findings is important because it allows the investigator to reduce data to an intelligible and interpretable form so that the relations of research problems can be studied and tested, and conclusions drawn (De Vos et al. 2011:249).

4.2 Background of participants

This study collected qualitative data, which was thematically analysed, and the emerging themes were used to substantiate the data. As a result, issues relating to the study's response rate and representativeness the study will not be generalised.

Neuman (2006:219) argues that for qualitative studies, researchers should focus less on the sample's representativeness and more on how the sample or small collection of cases, units or activities illuminates social life. Qualitative studies are known to produce deep data and not statistical data, which is common to quantitative studies. All four schools, public repositories in Gauteng (NARSSA and Gauteng Provincial

Archives) were visited to collect data. As learners were busy writing their final exams during data collection, self-administered interviews were used. Interviews have to be conducted as the permission to conduct interviews at schools was drawing to an end.

As reflected in Table 4.1, 19 participants comprising learners, teachers and archivists who mostly were female, were interviewed. However, no learners were available in School B as they only visited NARSSA in 2014 and had already completed matric at the time of the study. In school D, the teacher was unavailable as her contract had ended.

Table 4.1: A summary of learners, teachers and archivist interviewed

Name of institution	Learners	Teachers	Archivist	Year of visits	Total
School A	6	1	-	2016	7
School B	0	2	-	2016	2
School C	2	1	-	2016	3
School D	5	0	-	2016	5
NARSSA	-	-	6		6
Gauteng Provincial Archives	-	-	2		2
Grand Total	13	4	8	2	25

4.3 Data presentation

According to Bryman (2012), if data is not presented in an organised manner, it would defeat the purpose of contributing to the field of knowledge and lead to confusion. To

avoid confusion, the presentation of findings was guided by the objectives of this study, which were organised according to the following themes:

- Public programming initiatives used by public archives repositories in South Africa to create awareness at schools;
- Assessment of the effectiveness of existing archival public programming activities at schools in South Africa;
- Perceptions of school learners towards public archives repositories in South Africa;
- Underlying factors that impede or stimulate learners to visit archives repositories after having been involved in public programming; and
- Determining whether archives repositories in South Africa make use of emerging technologies to increase the awareness of school learners on the existence of public archives.

Firstly, semi-structured interview guides were used to gather data from learners, teachers, and staff of NARSSA and Gauteng Provincial Archives. Bryman (2012:471) elaborates that in a semi-structured interview, the researcher would use a list of questions or topics related to the research problem. He calls this list “the interview guide”. As opposed to a structured interview, the interviewer may add questions as a way of probing for more detail or clarification. An interview schedule containing questions listed according to the objectives of the study was conducted. The interviews were conducted in September and October 2017. All interviews were conducted in English.

Before the interviews, the researcher explained to all participants the purpose of the study. The participants were informed that participation was voluntary and that they had a right to withdraw or stop the interview at any point should they feel uncomfortable during the interview. The participants were further assured that they would not be named, that their responses would remain anonymous, and that confidentiality would be kept at all times. The interview guides given to participants are attached as Appendices M, N, O and P.

Secondly, unstructured observation results were obtained over a period of five days at the Annual National Archives Awareness Week from 8 to 12 May 2017. Observations were categorised according to the issues raised in the research questions of this study. The interview guide that was designed to help collect data from interviews made it possible for the researcher to recognise and address the objectives of the study. It is important to note that the observation data obtained was based on schools that attended the said archives week in 2017.

4.3.1 Public programming initiatives

The purpose of this objective was to identify public programming initiatives used by public archives repositories in South Africa to create awareness at schools. “Archives need to find ways to educate its public, including learners, about the mission of the archives and why it is important” (Hackman 2011:16). Public programming strategies include a variety of methods, such as advocacy, exhibitions, tours, seminars, workshops, newsletters, school visits and the use of social media platforms (Pederson 2008; Kamatula, Mnkeni-Saurombe & Mosweu 2013; Liew, King & Oliver 2015).

In order to make an informed decision on the matter, the researcher asked for the views of the teachers and the staff of NARSSA and Gauteng Provincial Archives on the initiatives of public programming in the Gauteng province of South Africa through interviews. In cases where participants gave similar answers, only one answer was captured to avoid repetition.

The interviewed learners and teachers attended the programming activities. When asked about where they attended these public programming activities, the following were identified by learners:

- National Archives Week;
- Exhibition at the Pretoria Show; and
- NARSSA open day.

The importance of becoming involved in outreach programmes towards children and, in particular, the importance of educational programmes for children, should not even

be a debatable point (Van der Walt 2011). Although learners said they knew about archives, some said they did not know what archives. When learners were asked whether they used archives and for what purpose, some of the answers given were included:

- “For research purposes.”
- “To learn more about archives.”
- “To seek information from them; they help me a lot about archives.”
- “To know the right way on how to use them.”
- “I do not know”.

With the exception of one teacher who indicated that they used archives for learners to have knowledge about archives, as they had been previously involved in public programming initiatives, all the other teachers indicated that they had never used archives before. Therefore, they could not assist learners to obtain knowledge about archives. Despite the fact that teachers attend yearly visits to archives, they remain weary of the archives and have not actively incorporated it in their schoolwork. A teacher from School B indicated that “we do not use archives as the content of archives is not incorporated in school curriculum. As well, archives are not accessible as the institution is in town. Imagine if all the schools have to use the archives. Accessibility in terms of distance would be a problem unless there could be services for remote users”.

According to the participants from NARSSA and Gauteng Provincial Archives, both entities engage in public programming activities for promoting archives to school learners and encourage them to use the archives. Participants who were in the employ of NARSSA identified seven ways used to reach out to learners, while Gauteng Provincial Archives identified only two. Some of the responses regarding where public programming activities took place included exhibitions and tours, the National Archives Week, social networking, word of mouth, radio, seminars and workshops, website, Heritage Day exhibitions and that the participants, in partnership with the Department of Basic Education, visit schools to engage with learners.

All or some of these activities were identified in the literature as methods used to raise awareness about the archives (Ngoepe & Ngulube 2011:10). These public programming activities are used to market public repositories and their services. Participants indicated that they use and have been involved in these public programmes to market their services. NARSSA staff identified four periods during the year for conducting public programming activities and Gauteng Provincial Archives only identified two. Some of the responses regarding when public programming activities were conducted include monthly; based on request; May and September because of Archives Week and Heritage month; quarterly visits by the NARSSA and Gauteng Provincial Archives to provinces to conduct public programming; three visits to provinces annually; national commemoration events; and other ad hoc requests from institutions. One staff member of NARSSA said: "I am not sure how outreach supervisors table the public programming activities". Staff of NARSSA and Gauteng Provincial Archives also give learners branded school bags, flyers and other goodies. This might imply that the NARSSA staff realise that it is their responsibility to make the public aware of the archives.

As seen in Figure 4.1, the learners are being taught about preservation and conservation. The observation took place on the 8 May 2017.



Figure 4.1: Learners being taught about preservation and conservation. (Photographer: Researcher).

The findings suggest that after visiting the archives, learners do not go back to use archives. The reason for this relates to curriculum. It was established that the staff of NARSSA and the Gauteng Provincial Archives public programming have activities to attract learners. The methods used by NARSSA and Gauteng Provincial Archives for public programming include exhibitions; periodic tours to rural and urban areas to explain and promote their services; hosting of an archives week where schools are invited to visit NARSSA; and visits to villages (rural communities). These are some of the strategies that public repositories have been employing since 2003.

Both repositories also target public holidays such as Heritage Day to exhibit their unique collection to the public. Previously disadvantaged communities such as Kagiso, Daspoort and Daveyton are targeted in outreach programmes by the Gauteng Provincial Archives. It is worth asking whether these methods are enough. Studies by Saurombe (2016), Kamatula (2011), Ngoepe and Ngulube (2011), Njobvu, Hamooya and Mwila (2012), Kamatula, Mnkeni-Saurombe and Mosweu (2013) and Sulej (2014) give the impression that more needs to be done to attract more people, including

learners, to use the archives. In studies done by Saurombe (2016), Ngoepe and Ngulube (2011) and Cook (1997), it was found that the South African public know little about NARSSA due to its poor public outreach programme.

As seen in Figure 4.2, A poster from NARSSA's Archives Week.



Figure 4.2: A poster from NARSSA's Archives Week (Annual National Archive Bureau of Heraldry Awareness week, National Archive 08-12 May 2018) (Photographer: Researcher).

Public programming initiatives are seen as a means of communicating archives to the people, including children, to raise their awareness of the archives and the value it can add to their lives (Osborne 1986-1987; Cook 1990-1991; Cook 1997; Domini 2014; Van der Walt 2011; Kamatula 2011; Ngoepe 2017; Saurombe 2018; Sulej 2014).

Public programming initiatives should not be taken lightly (Weir 2004). Proper planning, implementation and evaluation are required to ensure that such programmes fulfil this purpose (Weir 2004). In order to fulfil their mandate and responsibility of making archives known, archival repositories must develop and implement user-centred marketing strategies that are interesting for children to publicise their products and services (Harris & Van der Merwe 2009). Extending access to archives to the school community has a number of distinct advantages for archives (Cook 1997:107). Archives are beneficial for children as they are adult citizens of tomorrow and involving them creates an opportunity that they can appreciate and benefit from the archival evidence and records upon which a sense of individual and national identity and continuity depends (Van der Walt 2011). Archives can help learners improve their literacy and academic performance as well as their knowledge of their culture. Therefore, children should be encouraged to use archives.

4.3.2 Effectiveness of archival public programming activities at schools

The purpose of this objective was to investigate the effectiveness of existing archival public programming activities at schools. The National Archives and Records Service of South Africa Act, No. 43 of 1996, and the legislation of the nine provincial archival institutions underscore the need for public archives repositories to reach out to less privileged sectors of society and make known information concerning records by means such as publications, exhibitions and lending of records. Yet, it would seem that public archives repositories in South Africa struggle to reach potential users. Van der Walt (2011) points out that the South African archival community is still very far from the stage where we can sit back and say, “we have re-imagined and re-positioned the archives”. Scholars such as Kilasi, Maseko and Abankwa (2011) in Swaziland, Murambiwa and Ngulube (2011) in Zimbabwe, Njobvu, Hamooya and Mwila (2012) in Zambia and Saurombe (2016) in eight countries in the East and Southern Africa Regional Branch of the International Council on Archives (ESARBICA) region have recorded similar situations.

Learner participants indicated that they have been encouraged to use archives by teachers and archivists for gaining knowledge about what archives are. Although

learners indicated that they were encouraged to use archives, teachers indicated that they rarely made use of any archival places or resources in their teaching. Teachers also do not send learners to public archives, but usually wait for an invite from NARSSA and Gauteng Provincial Archives. Some of the responses regarding how teachers motivate learners to use public archives included:

- “By encouraging them to attend the archives week and to continue to visit archives repositories.”

One teacher from School B indicated that there is a lack of information in relation to archives and archive-related courses.

Some of the responses by NARSSA staff members regarding how often school learners use public archives included: “annually, there are very few learners, if any, who use archives”; “we invite learners to the archives once a year during the National Archives Week”; “there is no specific timeline on how often they visit”; and “they visit at any time”. Gauteng Provincial Archives staff members indicated that the archives are not yet operational. They also indicated that the public programming activities that have been implemented or performed at schools included: exhibitions, PowerPoint presentations, outreach programmes in every rural and farm school, archives awareness programmes and seminars. These were targeted at history learners in grades 9-11.

In 2016, NARSSA visited 60 schools for public programming activities. These visits were conducted in three different provinces – Gauteng, Free State and Kwa-Zulu Natal – with the purpose of creating archives awareness and the availability of career options in the profession. Responses from NARRSA and Gauteng Provincial Archives staff members also indicated that using PowerPoint presentations and exhibitions these programmes were implemented, performed or presented during the Annual Archives Awareness Week. From September 2017, the provincial archives and the Department of Education on behalf of the district identified 20 schools per province, which were to be visited on a quarterly basis. When questioned on the effectiveness of these initiatives, staff from NARSSA and the Gauteng Provincial Archives responded in the following manner:

- “They make a huge impact in creating awareness about archives.”
- “Very much so, because many learners don’t know what archives are and their functions.”
- “There is no feedback.”
- “Not fully efficient because it is predominantly black and coloured schools, and does not reach out to white schools.”
- “They reach out to other communities, especially the most disadvantaged ones.”

The staff in Gauteng Provincial Archives indicated that it was difficult to measure their effectiveness as the archives building is not operational and these activities are performed once or twice per year in different locations (municipalities). Some of the responses from staff members of NARSSA about school learners coming back to use public archives included: “Most schools are very far, but normally tours are arranged for those who do come back”; “they do not come as often and not as many as you would expect after public programmes” and “very few come for their research”. The public repositories staff in Gauteng indicated that learners do not return to use the archives because the Gauteng Provincial Archives repository is not yet fully operational.

This finding suggests that learners are encouraged to use archives, but this is not enough. Wilson (2005:539) points out that if public archives such as NARSSA and Gauteng Provincial Archives fail to connect people, including children, with the archives, they end up defeating the purpose of keeping archives. Ngoepe and Ngulube (2011) have underscored this problem in their study, which found that the South African public has little knowledge about NARSSA due to its poor public outreach programmes.

4.3.3. School learners’ perceptions of public archival repositories

The purpose of this objective was to investigate what participants think about public archival repositories and the archives. The general feeling among learners, teachers and archivists was that the public repository is not the first place learners would go to

when they search for information. When asked about their perception of archives, learners in School A said that the public archives are interesting but public repositories do not really run interesting public programmes. Learners in School C even suggested that public repositories should create new, fun and more interesting activities; for example, include games, use physical activities like drama, music, singing and other activities in the programmes. However, a teacher from School B said that learners do not use archives to complete their schoolwork; while teachers from School D said that they are not to use archives and cannot ask learners to use archives to complete their schoolwork because the curriculum does not require them to refer to archival resources; while the public repositories are far from schools.

When asked about their perception of NARSSA, the learners said that they do not find archives interesting. They do not use archives to complete their schoolwork and that they are not encouraged to do so. However, it was interesting to note that archivists thought that learners do not find archives interesting and surprisingly that their programmes are not interesting. This finding suggests that the curriculum does not encourage learners to use archives, which makes it difficult for teachers to ask learners to use archives to complete their schoolwork. However, public repositories can be used to enhance the learning and the learners' experience of teaching. For instance, if they learn about Mandela, they can access related letters, recordings, movies, books that are available from the repositories. Although learners find archives and the public programmes interesting, we should ask ourselves whether these methods are sufficient.

It would seem that only a small section of South Africa's society benefits from NARSSA's services (Harris 1997:13). Previous attempts to take archives to the people, including children, have been made in silos by different archives repositories in South Africa without success. For example, Ngoepe and Ngulube (2011), Van der Walt (2011) and Venson, Ngoepe and Ngulube (2014) paint a picture where public archives repositories in South Africa are struggling to reach out to potential users. Kotler and Lee (2007) advice public institutions such as public archives to tap into marketing strategies in their quest to attract more users to their services. These set programmes are ineffective as learners and teachers do not use archives after being

exposed to public programming initiatives. Teachers can benefit from using archives. The 2018 National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically to show responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

Educators often struggle to cope with the demands of this changing and sophisticated curriculum. While there is a lack of primary source material for schools (Cook 1997:108), archives, on the other hand, are well matched to meet some of these pedagogical demands since they host a range of documentary sources. Teachers lack skills in finding historical documents, while archivists can play a major role in locating, collating and publicising relevant sources. Archivists are not expected (and supposed) to attach pedagogical strategies to the sources – this is a role for the teachers. On the other hand, South African archivists can follow the example set by some international archivists where they rework into educational programmes material from existing exhibitions developed as part of their mainstream activities (Cook 1997:107). Extending access to the school community has the obvious advantage for archives in that prospective users and potential taxpayers are educated about the value and possible use of the archives. This does not necessarily mean taking children to the archives, but taking the archives to the children, as the development of educational kits illustrates – many archivists are allergic to the idea of bringing “noisy, ignorant and uninterested” children near their workplaces. It helps create a knowledgeable and sympathetic public, and in particular, educational community (Van der Walt 2011). This will seek to stimulate interest in the activities.

4.3.4 Factors that impede or stimulate learners to visit archives repositories

The purpose of this objective was to identify factors that impede or stimulate learners to visit archives repositories after their involvement in public programming. Archives are records of enduring value that play a critical role in the decision-making processes of various spheres of our society (Ngulube 2002; Venson, Ngoepe & Ngulube 2014). Public records kept by NARSSA and South Africa's provincial archives are of importance to all citizens, including children of South Africa.

Even though the South African archives community has made great strides since 1996 to address the barriers to access created by the apartheid regime and the alienation of most South Africans from archives during the apartheid era, more still needs to be done. As Harris (2000:27) argues, archivists must become creators of users and take the archives to the people, including children. Ericson (1991) and Reid (2010) explain that, worldwide, most archival institutions face challenges such as access, literacy and technology; nevertheless, public archives such as NARSSA should bear in mind that the goal of any archival service is use. For this reason, such institutions should not be dissuaded by these problems from doing what it takes to make the archival profession "a noble profession", which is to protect records and facilitate access to them.

When asked about the factors that are highly likely to stop learners to visit archives repositories following their involvement in public programming, the following were identified by learners:

- homework does not require the student to make use of archives; and
- no encouragement by parents.

The findings participants suggested that factors such as access, literacy and technology contribute to children not using archives and that failing to reach out to users would mean that most people, including learners, might never make direct use of provincial and national archives facilities (Harris 2007; Ngulube 2009). As a result, the archives facilities will only be used by a small percentage of the population that is aware that archives are open to the public (Harris 1993). Ngoepe and Ngulube (2011),

Mhlanga (2015), Sulej (2014) and Saurombe (2016) argue that NARSSA and its services remain unknown to many South Africans.

When asked about factors that are highly likely to stimulate learners to visit archives repositories after their involvement in public programming, the following were identified by learners:

- Free Wi-Fi in the archival repository;
- Frequent public programme activities by archivists;
- The archival repository is near my school;
- The repository is near a fast food joint;
- After-school activities organised at the archival repository;
- Motivation by teachers; and
- Provision of free stationery and other items at the archival repository.

Ericson (1991) argues that having adequate knowledge of archival users will help in developing relevant public programming strategies. As Harris (2000:27) argues, archivists must become creators of users and must take the archives to the people, including children.

In Figure 4.3, the learners are being taught about film and video. The observation took place on the 8 May 2017.



Figure 4.3: Learners being taught about film and video. (Photographer: Researcher).

4.3.5 The use of social media to increase awareness of the existence of public archives

The purpose of this objective was to investigate the use of emerging technologies to increase awareness about archives. The findings indicated that most learners and teachers thought that if public repositories use social media such as YouTube, Facebook, WhatsApp, school learners might develop an interest in archives. Daines and Nimer (2009) explain that archival institutions can make use of social media to raise awareness about the archives.

When asked about social media platforms that could make school learners interested in the archives; the following were identified by learners and teachers:

- WhatsApp

- Snapchat
- Facebook
- Twitter
- YouTube
- Google

The researcher then asked public repositories participants about the use of social media. The following were the main answers registered: (see Table 4.2).

Table 4.2: NARSSA and Gauteng Provincial Archives: use of social media

	Yes	No
Does your organisation use social media tools such as Instagram, etc.?	2	6
Are social media tools used to promote your organisation?	0	8

This finding suggests public repositories do not use social media to promote their institution and its services. Two participants from NARSSA indicated that they had personal Facebook and Twitter accounts. The participants mentioned that they did talk about national archives on their pages and promoted upcoming events; however, that was done in their personal capacity. All the archivists highlighted that their national archives websites, called NAAIRS, was used to market different programmes.

The participants who indicated that they do not use social media explained that:

“Social media tools are not in use, because we are in a process of revamping the NARSSA system and implementing the use of social media.”

When asked about social media tools that could be used to promote their services, the following were identified by NARSSA and Gauteng Provincial Archives:

- Facebook

- Twitter
- Google

Participants clearly indicated that they promote archives through their personal Facebook and Twitter accounts. The Gauteng Provincial Archives do not use any social media tools to promote archives because at the time of this study, this repository was not fully operational. When the staff from NARSSA were asked whether social media tools could be used to promote and increase the awareness of the existence of public archives, their responses were:

- “It could work because most learners, if not all, don’t know archives or about the archives.”
- “We need to market the archives like libraries and make learners aware about the importance of the archives.”
- “There is a public programme for such, is called outreach, that is when we take the archives to the people, being the community or the schools.”

When asked about social media tools that can be used to promote and increase awareness of the existence of public archives to school learners, some of the responses from participants in Gauteng Provincial Archives included:

- “Given that school learners are no longer frequenting libraries but prefer Google and do most of their research on computers and cell phones, virtual archives will be the thing of the future.”
- “Conducting school outreach programmes help school learners to know about archives’ functions and career opportunities available.”
- “The youth is attracted to technology, so the use of electronic apps or systems will increase their interest in using archives and the repository.”
- “It will increase public participation and popularise the archives.”

Most of the outreach staff of NARSSA and the Gauteng Provincial Archives agreed that social media could reach more learners. Two of the participants went further to explain that social media was more appealing to the youth. The participants also pointed out that most people access social media with their cell phones.

The findings suggested that school learners like to use digital devices and they like to use the internet. Social media technologies are becoming a necessary platform for sharing, collaborating, disseminating and interacting instant information to the intended target audience. Public repositories in Gauteng are not using social media tools such as WhatsApp, Facebook and Twitter. People, including learners, are able to share, interact, update and collaborate with others (Ericson 2011).

When learners were asked what advice they would give archivists to get them more interested in archives, the following were indicated:

- “Create new fun and more interesting activities; for example, include games, use physical activities like drama, music, singing and other activities in the programmes.”
- “Include more learners from all grades.”
- “Hand out free goodies.”
- “Interact with teachers in order to get through to learners.”
- “Try to invite the same learners every year to keep them interested.”
- “Continue to inform the learners of all the benefits of archives, what it does and why there are archives.”

Some of the responses to the advice given by teachers to archivists to make learners more interested in archives included:

- “Invite the learners frequently and allow all history learners (grades 8–12) to attend and not only a few learners like they usually do.”
- The institution should start a national campaign to teach the public about the Archives National Rollout to primary schools and secondary schools to motivate them to use archives.”
- “Hold roadshows at schools at the beginning of the year so they are encouraged and receive information and latch onto the concept and become used to it and use it throughout the year.”

4.3.5.1 Using schools as a conduit for taking public archives to children

The participants were asked to provide any comments concerning using schools as a conduit for taking public archives to children in the Gauteng province of South Africa. Some of the responses from the NARSSA staff included:

- “It will promote the knowledge of our heritage. Learners will grow up understanding the ways of doing research, which will help them even when they reach tertiary institutions.”
- “It is a good initiative, but it needs a follow-up.”
- “Our target is grades 9–11 history learners. We engage them on the significance of, and services of, archives and possible career opportunities within the archival field.”
- “We need to market the archives like libraries and make learners aware of the importance of the archives.”
- “By introducing more technologies and by marketing the archives to schools and to have better partnership with the Department of Education.”
- “Outreach programmes are for all the provinces in South Africa. Gauteng is lucky because it has a provincial archive and a national archive, so they do reach out to schools in Gauteng.”

The participants were asked to provide any comments concerning the use of schools as a conduit for taking public archives to children in the Gauteng province. Some of the responses from NARSSA were:

- “Due to bureaucratic red tape, it has become increasingly difficult to conduct outreach programmes at schools. The Basic Department of Education has rigid policies regarding tours. There was also the issue of distance; learners stay far from the archives and this does not help either.”
- “The programme will help to build archives’ image with the children at an early age. Learners will continue utilising the archives until their adulthood, which can be easily transferred to the younger generation.”

4.5 Discussions

It is clear from the presentations of the study that public repositories have public programming initiatives that include a variety of methods, exhibitions, tours, seminars, workshops, newsletters, school visits. However, these activities appear inadequate for children to continue visiting archives especially after being involved in programming initiatives. Studies done by Baker (2015), Dominy (2017), Saurombe (2016), Saurombe (2018, (Ngoepe 2017), Ngoepe and Ngulube (2011), Van der Walt (2011) and Sulej (2014) found that the South African public know little about public repositories due to its poor public outreach programme. It was also interesting to note that archivists also thought that they do not run interesting initiatives. NARSSA and Gauteng Provincial Archives need to review or to create more fun and interesting public programming initiatives that would make learners interested in archives. For example, participants called for games and other fun activities.

It is clear that learners are encouraged to use archives; however, this is insufficient as they do not return to use archives. Kotler and Lee (2007) advise public institutions such as public archives to tap into various marketing strategies in their quest to attract more users, including children, to their services. Berman (1977) asserts that children are sometimes forgotten and taken as just short adults, yet they are but an entirely different user population with their own culture, norms and complexities. In order for public programming initiatives to be more effective, archivists should consider using school learners who have previously participated in Archives Week and have shown an interest in archives to be ambassadors for the use of archives to potential users and their peers. Children are the adult citizens of tomorrow and becoming involved with archives at an early age creates an opportunity for them to appreciate and benefit from the archival evidence and records. It is because of these records that a sense of individual and national identity, and continuity depends (Van der Walt 2011:122). In other words, targeting children helps to create lifelong users.

Findings suggests that the school curriculum does not encourage learners to use archives, which makes it difficult for teachers to ask learners to use archives to complete their schoolwork. However, teachers can benefit from using archives to

enhance learning and experiences of learners in line with the 2018 National Curriculum Statement Grades R-12. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. Furthermore, a partnership between the Department of Education, archivists and teachers of neighbouring schools to archives repositories should be considered by including archives in the curriculum of such schools.

In 2011, the ICA developed ten fundamental principles of accessing archives (ICA 2011). The committee on best practices and standards working group on access from the ICA (2012) adopted a set standard on principles of access to archives that clearly stipulates the responsibility and necessity of the archival institution to raise awareness and promote access to their holdings. As a result, archival institutions should realise that the records they keep can make a difference in personal lives, families, organisations and governing authorities (Richards 2009). Studies worldwide seem to imply the need for archival institutions to facilitate access to their holdings (Blais & Enns 1991; Bradley 2005; Ericson 1991; Kamatula 2011; Kim, Kang, Kim & Kim 2014; Nesmith 2010; Sanford 2011; Saurombe 2016; Saurombe 2018 and Sulej 2014).

It is clear from the findings that public repositories do not use social media to promote their institutions. Today's students are "digital natives" – native speakers of the digital language of computers, video games and the Internet (Prensky 2001). Learners spend most of their time on social media technologies engaging in non-educational activities (Igboke et al. 2012), such as social networking on Facebook or playing videos on YouTube. The findings indicated that most learners and teachers thought that if public repositories use social media such as YouTube, Facebook, WhatsApp and others, school learners might be interested in archives. Archivists should also take advantage of developments such as social media to reach out to users and potential users (Crymble 2010; Lacher-Feldman 2011; Venson, Ngoepe & Ngulube 2014). The literature reveals that the use of social media in South Africa is high, particularly among the youth including children. However, NARSSA and Gauteng Provincial Archives are not using it sufficiently.

4.6 Summary

This chapter presented data collected via interviews, content analysis and observations. Data on using schools as a conduit for taking public archives to learners in the Gauteng province of South Africa was presented. The results were obtained from learners, teachers, and staff of NARSSA and Gauteng Provincial Archives. In reporting the results from interviews, content analysis and observations, the main objectives of the study were used as the main themes. Data obtained from the interview schedules were combined and grouped according to the main themes of the study. This chapter also interpreted and discussed the research findings of this study.

The discussion was based on the data presented and literature reviewed in Chapter Two. The reviewed literature was consulted to support or argue against the findings of this study. The findings were interpreted and discussed according to the objectives as presented in Chapter One of this study. Chapter Five concludes this study and provides recommendations that may contribute towards using schools as a conduit for taking public archives to children in the Gauteng province of South Africa.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter provided an interpretation and discussion of data. This chapter provides a summary of the findings, conclusions and recommendations of the study based on the data presented and interpreted in Chapter Four.

5.2 Summary of the study's findings

This study sought to investigate how public repositories in Gauteng use public programming initiatives to encourage learners to use the records in their care. The reasons for conducting the study were based on the findings from the literature review, which indicated that public archives were underutilised by people, including children, in Gauteng (Osborne 1986-1987; Cook 1990-1991; Cook 1997; Dominiy 2017; Van der Walt 2011; Saurombe 2016; Saurombe 2018; Kamatula 2011; Kamatula, Mnkeni-Saurombe & Mosweu 2013; Kemoni, Wamukoya & Kiplang'at 2003; Ngoepe & Ngulube 2011; Ngulube 1999; Ngulube & Tafor 2006; Njobvu, Hamooya & Mwila 2012; Sulej 2014). Based on these studies, public programming projects are intentionally designed to actively encourage the public to make greater use of these records of enduring value.

The summary of the findings will be presented according to the listed objectives of the study:

- The findings indicate that learners and teachers are aware of the public programming initiatives used by the archives and public repositories to engage with learners. These initiatives include a variety of methods such as exhibitions, tours, seminars, workshops, newsletters, school visits. However, these activities appear to be inadequate for continued visits to the archives from children especially after being involved in programming initiatives.

- The findings indicate that learners are encouraged to use archives; however, this is not enough, as they do not return to use the archives. Participants usually wait for an invite from public repositories before they visit the archives.
- The findings indicate that the school curriculum does not encourage learners to use archives, which makes it difficult for teachers to ask learners to use archives in order to complete their schoolwork.
- The results of the survey also indicate that factors such as access, literacy and technology contribute to children not using archives. Also, failing to reach out to users would mean that most people, including learners, might never make direct use of provincial and national archives facilities (Harris 2007; Ngulube 2009).
- It is clear from the findings that NARSSA and Gauteng Provincial Archives do not use social media to promote their institutions and its services to school learners.

5.2.1 Public programming initiatives

Public archives have an important role to play in the national development of a country. Ngoepe and Ngulube (2011:6) and Yakel, Duff, Kriesberg and Cushing (2012:297) point out that national archival institutions have a role to play in adopting robust public programmes to make their services known. However, the findings from this study seem to indicate that public programming initiatives are not robust. Public programming projects were conducted infrequently and are treated as annual events. Public programming initiatives are designed to influence behaviour (Lukenbill 2002; Morgan 2010). Thus, it can be argued that an increased rate for such programmes could interest more people, including children, to make use of archival services.

Regular public programming activities may eventually contribute to greater use of archival services (Kamatula 2011). This study revealed that the public programming activities archival services of NARSSA and Gauteng Provincial Archives were not very effective. Reviewed literature and findings of this study revealed that it is evident that public repositories in Gauteng host public programming initiatives such as school visits, exhibitions, and Annual National Archives Week awareness events. However,

it would seem that these initiatives have not sufficiently persuaded more children to make use of archival products and services available from NARSSA and public repositories in Gauteng (Kamatula 2011; Kamatula, Mnkeni-Saurombe & Mosweu 2013; Ngoepe & Ngulube 2011; Ngulube & Tafor 2006).

Public repositories in Gauteng use open days, visits to schools and communities, screening of archival films, Memory of the World Register, website and National Archives Automated Information Retrieval System (NAAIRS) to market their activities (see figure 5.1). However, the NARSSA website is used to take archives to remote users via the web-enabled NAAIRS, which contains information about collection, etc. NAAIRS contains only information about archival material and not the actual text of the document.

5.2.2 Effectiveness of public programming initiatives

However, the findings of this study seem to indicate that public programming initiatives are not effective for learners. Therefore, public programming initiatives do not have a significant impact on encouraging more children to use public archives. Cook (1997) argues that children are often forgotten, despite the fact that, once they benefit from the service, they will most likely end up being lifetime patrons. Public archives are the social memory of a country. Information contained in public archives concerns each citizen of a nation in one way or another. However, the findings from this study seem to indicate that public programming initiatives are ineffective for learners. Research has also shown that exposure to archival resources helps learners develop critical thinking skills that are crucial in all spheres of life (Onyancha, Mokwatlo & Mnkeni-Saurombe 2013).

Flowing from the above empirical findings, this study concludes that children want to take part in outreach programmes that are fun and interesting. In order to encourage greater use of the archives, the study also recommends that the public repositories should venture into investigating the needs of potential users such as children (Battley & Wright 2012). For example, children constitute a group in society that is often undermined by archival institutions (Van der Walt 2011; Cook 1997). Attracting users, especially children, at an early age could result in patrons for life. It is crucial to get

children and rural communities interested in sources from their past by making it apparent to them.

Studies on potential users could shed light on what keeps them away and contemplate methods such as public programming projects that could attract more of them to use the archival service. Archival scholars such as Jimerson (2003:14), Ngoepe and Ngulube (2011:06) and Yakel, Duff, Kriesberg and Amber (2012:297) point out that national archival institutions have a role to play in adopting robust public programmes to make their services known.

However, some participants felt that the strategies used are not yet effective, because they only target learners from rural schools where most of the citizens are ignorant about archives. These methods are considered insufficient by the participants as they feel that the activities must also be fun, interesting and targeted to other grades (8–12) as well. The promotion of archival services is inadequate. The Gauteng Provincial Archive is not yet operational, which makes it more difficult for them to create awareness and promote their services. Suggestions were made for the need to promote and create more awareness about NARSSA and Gauteng Provincial Archives in order for learners to take an interest in archives.

5.2.3 School learners' perceptions of public archival repositories

Nesmith (2010) advises archival services such as the national archives to play a bigger role in society. This would involve linking archival holdings to public affairs and the needs of the community they serve. It seems that the findings of this study indicates that partnership can help attract learners and create awareness. Van der Walt (2011:124) argues that archivists, in collaboration with educators and computer specialists, can possibly create educational kits that would bring the past to life in an exciting way for children.

Based on the findings, it was established that the school curriculum does not require learners to refer to archival resources. This, in turn, makes it difficult for teachers to require learners incorporate archives into their schoolwork.

According to Van der Walt (2011), in Maryland, USA, the Maryland State Archives developed an outreach programme “internship”, which allows college and high school students to learn about archives and become interested in historical methods and research. They even have the Governor of Maryland teaching a Grade 1 class on what it means to be a citizen of the state (Mason n. d.). NARSSA and public repositories in Gauteng can learn from this.

5.2.4 Factors that impede or stimulate learners to visit archives repositories

The findings of this study indicate that failing to reach out to users would mean that most people, including learners, might never make direct use of provincial and national archives facilities (Harris 2007; Ngulube 2009). Reid (2010) explains that most archival institutions worldwide face challenges; nevertheless, they argue that public archives such as NARSSA and the Gauteng Provincial Archives should remember that the goal of any archival service is use.

The findings indicated that the lack of access is the main obstacle to visiting public archives. The number of visitors, including learners, to archives repository is low (Archival Platform 2014; Ngoepe & Ngulube 2011). As Harris (2000:27) argues, archivists must become creators of users and must take the archives to the people, including children. In South Africa, the National Archives and Records Service Act (Act No. 43 of 1996) underscores the fact that NARSSA should focus its public programming endeavours on activities designed to reach out to less privileged sectors of society and children.

5.2.5 Use of social media tools to increase the awareness of the existence of public archives

Williams (2011:19-25) posits that school learners prefer to surf the internet. Public archives do not make use of technology such as social media. The reasons given relate to bureaucracy. In their worldwide study Liew, King and Oliver (2015:3), argue that archival institutions have been slow in accepting social media as a tool that can enhance their operations. Though the national archives agreed that social media has the ability to reach a wider audience, only two of the national archives used this

platform to reach their users. In today's society, using the internet has become part of people's everyday life, archivists may also take advantage of the powerful tools of networking and collaborating provided by ICTs, such as Web 2.0 technologies, to explore new opportunities to promote and create awareness about their services to take archives to the youth in South Africa (Ngulube 2011:8).

Daines and Nimer (2009) explain that archival institutions can make use of social media to raise awareness about the archives. Neither of these institutions use social media to increase the awareness of the existence of public archives to school learners. NARSSA and Gauteng Provincial Archives use the website and National Automated Archival Information Retrieval System (NNAIRS). Based on the findings of the study, it is apparent that the importance of using social media as a tool to publicise archives to learners in the Gauteng province in South Africa cannot be overemphasised. Most participants agreed that the use of social media tools would promote and create awareness about public archives, and attract the children in Gauteng. Facebook, WhatsApp and Twitter appear to be the most preferred social media tools among participants, which means that it can be used by public archives. Technology has enhanced the services of many organisations in the current knowledge and information economy (Crymble 2010; Kim et al. 2014; Theimer 2011).

Although the staff at the public archives agreed that social media has the ability to reach a wider audience, none of the archives used this platform to reach out to their users (NARSSA is still in a process of implementing and Gauteng Provincial Archives is not yet operational). This study revealed that public archives do not use technology, particularly social media, to increase the awareness of public repositories in Gauteng. Tess (2013) states that the exponential growth of social media is a reality that cannot be ignored. Public archives, for example, can use Facebook to create pages displaying information about events, archival records and uploaded photos. Public archives can use social media to maintain relationships with the youth by sharing relevant information to promote and create awareness about public archives.

In another study, Ngoepe and Ngulube (2011:13) found that the NARSSA did not adequately utilise ICTs to market the archives. Nowadays, many organisations are

using Short Message Service (SMS) and social networking tools such as WhatsApp, Facebook, Twitter and Snapchat to market their products to potential clients. NARSSA and the Gauteng Provincial Archives can also take advantage of these technologies to reach children and inform them of the available services at a particular archival service institution. This could also further improve the visibility of the archival services. The United State National Archives and Records Administration has employed some of these tools with success. It is recommended that social media be introduced as a tool to take public archives to the children. This in turn will help public archives to promote and create awareness among the youth in South Africa, thereby attracting them to the archives.

5.3 Implications on theory and practice

The difference between this study and the others is that the majority of the studies were conducted at a micro level focusing on individual member states or cities within a country, while this study described an overall picture of public programming practices in the Gauteng province of South Africa.

The study built on the outcomes discovered by the previously mentioned researchers. As a result, it has further contributed to knowledge in the field of public programming initiatives that may help improve and promote current public programming in becoming fun and interesting for learners.

Despite the fact that NARSSA and Gauteng Provincial Archives conduct public programming activities such as exhibitions, tours and the National Archives Week, it would seem that the public programming methods do not yield any positive results, as learners do not visit the archives afterwards. One of the recommendations made by this study is the need for such public programming initiatives to be more effective by using school learners who participated in archives week and are interested in archives to be ambassadors to further recommend the use of archives to their peers and potential users. As a result, this could lead to more people using public repositories.

This qualitative study used semi-structured interviews and observation as data collection tools to investigate schools as a conduit for taking public archives to children

in the Gauteng province of South Africa. The triangulation of data collection tools (interviews and observations) made it possible to determine the status quo of public programming initiatives in the Gauteng province of South Africa that could guide further public programming initiatives.

Most of the cited studies (Cook 1997; Ngoepe and Ngulube 2011; Van der Walt 2011; Sulej 2014; Saurombe 2016) applied the survey method in their research. Therefore, a triangulation of methods, such as interviews and observation, may be considered by other researchers as a suitable research strategy to investigate public programming. The following section focuses on recommendations set out by this study that could improve and promote current public programming activities to be exciting for school learners.

5.4 Recommendations

Based on the results of the study, its scope and limitations, the following recommendations are suggested:

- The study recommends public repositories to review or to create more fun and interesting public programming initiatives as participants indicated, include games and other fun activities (Harris & Van der Merwe 2009).
- In order for public programming initiatives to be more effective, it is recommended that NARSSA and Gauteng Provincial Archives should consider using school learners who participated in archives week, and are interested in archives to be ambassadors to further recommend the use of archives, to potential users and their peers (Ngoepe and Ngulube 2014).
- Furthermore, archives repositories should consider partnerships with the Department of Education and teachers of neighbouring schools to include archives in the school curriculum (Van der Walt 2011).
- It is also recommended that public repositories in Gauteng find ways to deal with factors such as access, literacy and technology. These archival institutions should realise that the records they keep can make a difference

in personal lives, families, organisations and governing authorities (Richards 2009).

- This study revealed that public repositories do not use social media technology to enhance their public programming initiatives. Because of this, public repositories are advised to use relevant technology and social media such as WhatsApp, Facebook and Twitter together with their website to promote and create awareness and improve their services (Sulej 2014 and Saurombe 2016).

5.5 Future research

- The study only covered public repositories in Gauteng. A further study covering all provinces in South Africa is recommended.
- The participants from this study were aged between 13 and 18 years. A further study of children at an elementary level is recommended with the view to create future users as early as possible.
- The study revealed public repositories do not use technology such as social media to promote and create awareness. Further investigations in this area could assist the public archives to develop an appropriate social networking service that will help more school learners to interact with their archival holdings.

5.6 Conclusion

The research problem drew attention to the fact that the use of archival resources in most of the public archives in NARSSA and Gauteng Provincial Archives is low (Cook 1997; Van der Walt 2011; Murambiwa & Ngulube 2011; Ngoepe & Ngulube 2011; Ngulube 1999; Sulej 2014; Saurombe 2016). Therefore, public programming initiatives were mentioned as one of the measures that could be used to address this challenge. Contributions from the literature (Hedlin 2011; Kamatula 2011; Kamatula, Mnkeni-Saurombe & Mosweu 2013; Njobvu, Hamooya & Mwila 2012) indicated that public programming initiatives could be strengthened by focusing on the use of schools and technology, among other issues, as conduits for public programming initiatives.

The study established that although NARSSA, the Gauteng Provincial Archives and the schools in the province participated in public programming projects, these actions were considered as marginal activities. Furthermore, the methods were ineffective. As a result, this study attempted to find ways that could help public archives enhance and improve their current public programming activities and make them exciting for school learners. This was achieved by investigating a number of factors derived from the research objectives. It was found that public repositories in Gauteng do not make use of social media tools to create awareness.

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
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APPENDICES

APPENDIX A: ETHICAL CLEARANCE

 UNISA university of south africa	
DEPARTMENT OF INFORMATION SCIENCE RESEARCH ETHICS REVIEW COMMITTEE	
Date: 5 May 2017	
Dear MJ Kau,	<div>Ref #: 2017 MJK 33523436 001 Name of applicant: MJ Kau Student #:X Staff #:</div>
Decision: Ethics Approval	
Name: Title and name of principle applicant, address, e-mail address, and phone number Ms Modieqi Jacqueline Kau, Unisa Student, kaumi@unisa.ac.za and 012 6834	
Proposal: Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa.	
Qualification: Masters degree in Information Science	
Thank you for the application for research ethics clearance by the Department of Information Science Research Ethics Review Committee for the above mentioned research. Final approval is granted for 4 years.	
For full approval: The application was reviewed in compliance with the Unisa Policy on Research Ethics by the Department of Information Science Research Ethics Review Committee on 29 March 2017.	
The proposed research may now commence with the proviso that: <ol style="list-style-type: none">1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the Department of information Science Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.	
<div>3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.</div> <div>Note: The reference number 2017_MJK_33523436_001 should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the Department of Information Science RERC.</div>	
Kind regards,	
Signature	
Dr Isabel Schellnack-Kelly Department of Information Science Research Ethics Review Committee	
012 429 6936	



APPENDIX B: CONSENT FORM FOR PARTICIPATION IN A RESEARCH STUDY

Consent Form for Participation in a Research Study: University of South Africa

Dear Research Participant

Thank you for your willingness to participate. I appreciate that your time is limited. This questionnaire is designed to determine how schools can be used as a conduit for taking public archives to children in South Africa. Through the findings from this study, problems will be discovered and sorted and the use of schools as a conduit for taking public archives to children in South Africa will be evaluated.

In compliance with the Ethical Policy of Unisa (2012), I kindly request you to indicate your willingness to participate in the study by completing the following section (the consent letter is separated from the questionnaire on completion to ensure that your participation remains confidential and anonymous):

I _____ agree to take part in the study entitled: **“Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa”** a research study conducted by _____ from the Information Science Department at the University of South Africa. I understand that I will not be subject to any penalty if I decide to withdraw at any time, and that my responses will in such an instance be anonymously removed from the participating sample. The format and content of the questionnaire is such that it will not discomfort me or cause me stress and will not place me at risk in any way. No results released from this research will be connected to me personally since data analysis will infer about the participants as a group. The data will be used solely for research purposes.

I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Participant's signature _____

Signature of researcher _____

APPENDIX C: ASSENT FORM

Assent form

Name: Modiegi Jacqueline Kau (33523436)
Supervisor: Prof M. Ngoepe and Dr N. Saurombe
Description of subject population: 14 – 17 year old
Date: / /2017
Institution: University of South Africa

My name is Modiegi Jacqueline Kau (33523436). I am a student at the University of South Africa (Unisa) department of Information Science. I am conducting a research study and the topic is **“Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa”**

To do this, I am asking you and other children to take part in my research study. A research study is a way to learn more about something. You are being asked to join this research study because you are a learner in the Gauteng Province, South Africa and are between the ages of 14 –17 years inclusive. This form explains the study.

If you decide to be in my study, I will ask you to do the following:

- You will take part in a research interview where we will talk about archives. These talks will take place at school.

This study will last for a month. You will not have to come to Unisa, the researcher will come to the school.

Being in this study may not have a direct benefit for you. The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in South Africa with the view to creating future users of archives.

Other people will not know if you are in my study. The information I will write down about you and other children will be kept safely locked up. When I tell other people or

write an article about my research, I will not use your name. This way, no one will know that you took part in this study.

Your parents or guardians have to say it is OK for you to be in the study. After they have decided, you get to choose if you want to do it or not. Before you decide, I will answer any questions you may have. You can also talk to your mom and dad or your teacher.

You do not have to be in this study. It is okay if you decide you do not want to be in the study or if you change your mind and wish to stop at any time. No one will be angry with you. You can say no even if your mom and dad (or guardian) say yes.

My telephone number is 012 429 6834. You can call me if you have questions about the study or if you decide you do not want to be in the study any more.

If you decide to be in this study, please sign your name below. I will give you a copy of this form to keep.

YES	NO
-----	----

AGREEMENT

I have decided to be in the study even though I know that I do not have to. Modiegi Jacqueline Kau has answered all my questions.

.....

Study participant (learner)

Date

.....

.....

Researcher (Modiegi Jacqueline Kau)

Date

.....

.....

APPENDIX D: PARENT PERMISSION FORM

Parent permission for child to participate in a research study

My name is Modiegi Jacqueline Kau (33523436). I am a master's student at the University of South Africa in the Department of Information Science. I am doing a research on public programming of public archives in the Gauteng Province. The title of my study is: *Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa*. I would like to find out if archival institutions encourage learners to make use of archives. The researcher invites your child, with your permission, to participate in this study.

Before you and your child decide whether s/he will be part of this study, it is important for all of you to understand why we are doing the research and what will be involved. Please read this form carefully. Your child will receive his/her own assent form. The researcher encourages you to discuss the study with your child. If you or your child has any questions about the research, feel free to ask.

Purpose

The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in the Gauteng Province, South Africa with the view to creating future users of archives. The researcher is inviting your child to participate because s/he is in the age range and the school has agreed that we can conduct the research here. This study is not part of your child's schoolwork and it will not be graded.

Procedure

If your child decides to participate and you give permission, we will ask him or her to:

- Answer a questionnaire

- Your child will be asked to complete a questionnaire on the reasons why they use or do not use the public repositories. This part will take about 10-20 minutes filling in and about one week to be returned to the researcher.

Benefits

There is no immediate benefit to you or your child for taking part in this study. However, the researcher hopes that the results of the research will help promote and improve the archives', as well as promote the awareness and use of public archival holdings through robust public programmes.

Confidentiality

We will keep your child's study data as confidential as possible. If the researcher publishes or presents results of this study, they will not use individual names or other personally identifiable information.

Rights

Participation in the research is voluntary. You have the right to decline to allow your child to participate or to withdraw your child at any point in this study without penalty. Your child has the same rights to decline to participate or withdraw from the study at any time.

Questions

You and your child can ask questions about this study at any time, now or later. You can talk to me by email or telephone. Contact me at 012 429 6834 or kaumj@unisa.ac.za

PARENT PERMISSION

If you decide that your child may participate in this study, ***please sign and date below.*** The researcher will give you a copy of this form to keep for future references.

.....

Child participant name (please print) Date

.....

Parent/Guardian's name (please print)

.....

Parent/Guardian's signature Date

.....

Researcher's signature Date

APPENDIX E: PERMISSION LETTER NARSSA

To: Mr/s Mandy Gilder

National Archives and Records Service of South Africa

24, Hamilton Ave,

Pretoria,

South Africa

0084

Dear Sir/madam,

SUBJECT: REQUEST TO COLLECT DATA-QUESTIONNAIRES AND INTERVIEWS IN SUPPORT OF MY MASTER' STUDY

Please refer to the heading above. My name is Modiegi Jacqueline Kau (33523436); a masters student with the University of South Africa, South Africa. I am doing research on public programming of public archives in the Gauteng Province. The title of my study is: *Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa*. The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in the Gauteng Province, South Africa with the view to creating future users of archives. I work under the supervision of Prof. M.S Ngoepe and Dr N Saurombe from the University of South Africa.

I would like to request for permission to conduct interviews and distribute questionnaires, with the National Archive Director, archivists and the head of public programming. I believe that the participants' experiences with regard to public programming will be of value to this study.

Your assistance in this matter is highly appreciated and will contribute immensely to the completion of this project. Furthermore, it will stimulate debate on public programming initiatives in the Gauteng Province.

Thank you.

Sincerely,

Modiegi Jacqueline Kau (33523436)

APPENDIX F: PERMISSION LETTER TO GAUTENG PROVINCIAL ARCHIVES

To: Mr/s Koekie Meyer

Gauteng Provincial Archives

35, Surrey House,

Cnr Rissik and Fox Street

Johannesburg,

South Africa

2001

Dear Sir/madam,

SUBJECT: REQUEST TO COLLECT DATA-QUESTIONNAIRES AND INTERVIEWS IN SUPPORT OF MY MASTER' STUDY

Please refer to the heading above. My name is Modiegi Jacqueline Kau (33523436); a masters student with the University of South Africa, South Africa. I am doing research on public programming of public archives in the Gauteng Province. The title of my study is: *Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa*. The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in the Gauteng Province, South Africa with the view to creating future users of archives. I work under the supervision of Prof. M.S Ngoepe and Dr N Saurombe from the University of South Africa.

I would like to request for permission to conduct interviews and distribute questionnaires, with the National Archive Director, archivists and the head of public

programming. I believe that the participants' experiences with regard to public programming will be of value to this study.

Your assistance in this matter is highly appreciated and will contribute immensely to the completion of this project. Furthermore, it will stimulate debate on public programming initiatives in the Gauteng Province.

Thank you.

Sincerely,

Modiegi Jacqueline Kau (33523436)

APPENDIX G: LETTER TO HEAD OFFICE GAUTENG DEPARTMENT OF EDUCATION

Head office Gauteng Department of Education

111 Commissioner Street

Johannesburg

2001

RE: PERMISSION TO CARRY OUT RESEARCH IN THE GAUTENG PROVINCE, SOUTH AFRICA FOR EDUCATIONAL PURPOSES

My name is Modiegi Jacqueline Kau (33523436). I am a master's student in the Department of Information Science at the University of South Africa (Unisa). I am working with my supervisors, Professor M.S Ngoepe and Doctor N Saurombe, on a study research on taking public archives to children in the Gauteng Province, South Africa. The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in South Africa with the view to creating future users of archives. I would be grateful if you would give your permission and support for this research.

There is no immediate benefit to this study. However, the researcher hopes that the results of the research will help improve or determine how schools can be used as a conduit for taking public archives to children in South Africa.

My data collection methods will include questionnaires and interviews. Audio recording the children and me in conversation, diary recordings, field notes, and reports will be done upon receiving permission from the children. I guarantee that I will observe good ethical conduct throughout. I will negotiate permission to work with the children. I will secure permission from parents and children to involve them in the research. I guarantee confidentiality of information and promise that no names of the colleagues or children will be made public.

I promise that I will make my research report available to you for scrutiny before it is published, if you wish, and I will make a copy of the report available for your files on

its publication. Ethical approval is also being sought from the University of South Africa.

I would be grateful if write a letter on your letterhead with your response at your earliest convenience.

Yours sincerely

Modiegi Jacqueline Kau (33523436)

APPENDIX H: LETTER SEEKING REGIONAL CONSENT TO CONDUCT RESEARCH IN SECONDARY SCHOOLS IN THE GAUTENG PROVINCE

The Provincial Education Director

Pretoria, Gauteng Province

Ministry of Education Sport, Arts and Culture

Gauteng West District

Nartjie Ave

Greenhills

Randfontein

1767

Dear Sir/Madam

RE: PERMISSION TO CARRY OUT RESEARCH IN THE GAUTENG PROVINCE, SOUTH AFRICA FOR EDUCATIONAL PURPOSES

My name is Modiegi Jacqueline Kau (33523436). I am a master's student in the Department of Information Science at the University of South Africa (Unisa). I am working with my supervisors, Professor M.S Ngoepe and Doctor N Saurombe, on a study research. The title of my study is: *Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa*. The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in South Africa with the view to creating future users of archives. I would be grateful if you would give your permission and support for this research.

There is no immediate benefit to this study. However, the researcher hopes that the results of the research will help improve or determine how schools can be used as a conduit for taking public archives to children in Gauteng Province, South Africa.

My data collection methods will include questionnaires and interviews. Audio recording the children and me in conversation, diary recordings, field notes, and reports will be done upon receiving permission from the children. I guarantee that I will observe good ethical conduct throughout. I will negotiate permission to work with the children. I will secure permission from parents and children to involve them in the research. I guarantee confidentiality of information and promise that no names of the colleagues or children will be made public.

I promise that I will make my research report available to you for scrutiny before it is published, if you wish, and I will make a copy of the report available for your files on its publication. Ethical approval is also being sought from the University of South Africa.

I would be grateful if you write a letter on your letterhead with your response at your earliest convenience.

Yours sincerely

Miss Modiegi Jacqueline Kau (33523436)

**APPENDIX I: LETTER SEEKING REGIONAL CONSENT TO CONDUCT
RESEARCH IN A SECONDARY SCHOOL IN THE GAUTENG PROVINCE**

The Provincial Education Director

Pretoria, Gauteng Province

Ministry of Education Sport, Arts and Culture

Tshwane West District

Old Hebron College

Klipgat Road

Mabopane

0100

Dear Sir/Madam

**RE: PERMISSION TO CARRY OUT RESEARCH IN THE GAUTENG PROVINCE,
SOUTH AFRICA FOR EDUCATIONAL PURPOSES**

My name is Modiegi Jacqueline Kau (33523436). I am a master's student in the Department of Information Science at the University of South Africa (Unisa). I am working with my supervisors, Professor M.S Ngoepe and Doctor N Saurombe, on a study research. The title of my study is: *Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa*. The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in South Africa with the view to creating future users of archives. I would be grateful if you would give your permission and support for this research.

There is no immediate benefit to this study. However, the researcher hopes that the results of the research will help improve or determine how schools can be used as a conduit for taking public archives to children in Gauteng Province, South Africa.

My data collection methods will include questionnaires and interviews. Audio recording the children and me in conversation, diary recordings, field notes, and reports will be done upon receiving permission from the children. I guarantee that I will observe good ethical conduct throughout. I will negotiate permission to work with the children. I will secure permission from parents and children to involve them in the research. I guarantee confidentiality of information and promise that no names of the colleagues or children will be made public.

I promise that I will make my research report available to you for scrutiny before it is published, if you wish, and I will make a copy of the report available for your files on its publication. Ethical approval is also being sought from the University of South Africa.

I would be grateful if you write a letter on your letterhead with your response at your earliest convenience.

Yours sincerely

Miss Modiegi Jacqueline Kau (33523436)

APPENDIX J: LETTER SEEKING REGIONAL CONSENT TO CONDUCT RESEARCH IN A SECONDARY SCHOOL IN THE GAUTENG PROVINCE

The Provincial Education Director

Ministry of Education Sport, Arts and Culture

Gauteng Province East District

Corner 2nd Avenue and 3rd Street

Old FNB Building

Springs

1559

Dear Sir/Madam

RE: PERMISSION TO CARRY OUT RESEARCH IN THE GAUTENG PROVINCE, SOUTH AFRICA FOR EDUCATIONAL PURPOSES

My name is Modiegi Jacqueline Kau (33523436). I am a master's student in the Department of Information Science at the University of South Africa (Unisa). I am working with my supervisors, Professor M.S Ngoepe and Doctor N Saurombe, on a study research. The title of my study is: *Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa*. The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in South Africa with the view to creating future users of archives. I would be grateful if you would give your permission and support for this research.

There is no immediate benefit to this study. However, the researcher hopes that the results of the research will help improve or determine how schools can be used as a conduit for taking public archives to children in South Africa.

My data collection methods will include questionnaires and interviews. Audio recording the children and me in conversation, diary recordings, field notes, and reports will be done upon receiving permission from the children. I guarantee that I will observe good ethical conduct throughout. I will negotiate permission to work with the children. I will secure permission from parents and children to involve them in the research. I guarantee confidentiality of information and promise that no names of the colleagues or children will be made public.

I promise that I will make my research report available to you for scrutiny before it is published, if you wish, and I will make a copy of the report available for your files on its publication. Ethical approval is also being sought from the University of South Africa.

I would be grateful if you write a letter on your letterhead with your response at your earliest convenience.

Yours sincerely

Modiegi Jacqueline Kau (33523436)

APPENDIX K: LETTER SEEKING SCHOOL CONSENT TO CONDUCT RESEARCH

The Principal

650 Claremont Street

Booyesen

Pretoria

0001

Dear Sir / Madam,

RE: PERMISSION TO UNDERTAKE RESEARCH

My name is Modiegi Jacqueline Kau (33523436). I am a student at the University of South Africa (Unisa) department of Information Science. As part of my Masters research programme, I wish to conduct a research study in your school. The title of my study is: *Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa*. The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in South Africa with the view to creating future users of archives. I would be grateful if you would give your permission and support for this research.

My data collection methods will include questionnaires and interviews. Audio recording the children and me in conversation, diary recordings, field notes, and reports will be done upon receiving permission from the children. I guarantee that I will observe good ethical conduct throughout. I will negotiate permission to work with the children. I will secure permission from parents and children to involve them in the research. I guarantee confidentiality of information and promise that no names of the colleagues or children will be made public.

I promise that I will make my research report available to you for scrutiny before it is published, if you wish, and I will make a copy of the report available for your files on its publication. Ethical approval is also being sought from the University of South Africa.

I would be grateful if you could sign and return the slip below at your earliest convenience or write a letter on your letterhead with your response.

Yours sincerely

Modiegi Jacqueline Kau (33523436)

To whom it may concern

I,, Principal / Chairperson of the School Governing Board of Gauteng High School, give my permission for **Modiegi Jacqueline Kau (33523436)** to undertake her research in the school.

Signed:

Principal/ Chairperson (School Governing Board)

Name :

Date:

APPENDIX L: LETTER SEEKING SCHOOL CONSENT TO CONDUCT RESEARCH

The Principal

Pulana Street

Dayveton

Benoni

1520

Dear Sir / Madam,

RE: PERMISSION TO UNDERTAKE RESEARCH

My name is Modiegi Jacqueline Kau (33523436). I am a student at the University of South Africa (Unisa) department of Information Science. As part of my Masters research programme, I wish to conduct a research study in your school. The title of my study is: *Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa*. The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in South Africa with the view to creating future users of archives. I would be grateful if you would give your permission and support for this research.

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I promise that I will make my research report available to you for scrutiny before it is published, if you wish, and I will make a copy of the report available for your files on its publication. Ethical approval is also being sought from the University of South Africa.

I would be grateful if you could sign and return the slip below at your earliest convenience or write a letter on your letterhead with your response.

Yours sincerely

Modiegi Jacqueline Kau (33523436)

To whom it may concern

I,, Principal / Chairperson of the School Governing Board of Gauteng High School, give my permission for **Modiegi Jacqueline Kau (33523436)** to undertake her research in the school.

Signed:

Principal/ Chairperson (School Governing Board)

Name:

Date:

**APPENDIX M: LETTER SEEKING SCHOOL CONSENT TO CONDUCT
RESEARCH**

The Principal

50 Kismet Ave

Azaadville

Krugersdorp

1754

Dear Sir / Madam,

RE: PERMISSION TO UNDERTAKE RESEARCH

My name is Modiegi Jacqueline Kau (33523436). I am a student at the University of South Africa (Unisa) department of Information Science. As part of my Masters research programme, I wish to conduct a research study in your school. The title of my study is: *Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa*. The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in South Africa with the view to creating future users of archives. I would be grateful if you would give your permission and support for this research.

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I promise that I will make my research report available to you for scrutiny before it is published, if you wish, and I will make a copy of the report available for your files on its publication. Ethical approval is also being sought from the University of South Africa.

I would be grateful if you could sign and return the slip below at your earliest convenience or write a letter on your letterhead with your response.

Yours sincerely

Modiegi Jacqueline Kau (33523436)

To whom it may concern

I,, Principal / Chairperson of the School Governing Board of Gauteng High School, give my permission for **Modiegi Jacqueline Kau (33523436)** to undertake her research in the school.

Signed:

Principal/ Chairperson (School Governing Board)

Name:

Date:

APPENDIX N: LETTER SEEKING SCHOOL CONSENT TO CONDUCT RESEARCH

The Principal

Geba Street

Kagiso

Krugersdorp

1754

Dear Sir / Madam,

RE: PERMISSION TO UNDERTAKE RESEARCH

My name is Modiegi Jacqueline Kau (33523436). I am a student at the University of South Africa (Unisa) department of Information Science. As part of my Masters research programme, I wish to conduct a research study in your school. The title of my study is: *Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa*. The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in South Africa with the view to creating future users of archives. I would be grateful if you would give your permission and support for this research.

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I promise that I will make my research report available to you for scrutiny before it is published, if you wish, and I will make a copy of the report available for your files on its publication. Ethical approval is also being sought from the University of South Africa.

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Yours sincerely

Modiegi Jacqueline Kau (33523436)

To whom it may concern

I,, Principal / Chairperson of the School Governing Board of Gauteng High School, give my permission for **Modiegi Jacqueline Kau (33523436)** to undertake her research in the school.

Signed:

Principal/ Chairperson (School Governing Board)

Name :

Date:

APPENDIX O: INTERVIEW GUIDE FOR CHILDREN

Question Route	Question No.	Question
Opening	1	What is your name and the name of the school you come from?
Introductory	2	Do you know what archives are? Have you ever used archives before? If yes, for what purpose?
Transition	3	Have you ever been encouraged to use archives? Who encouraged you to use public archives?
Key questions	4	Have you ever attended any public programming activities? If yes, where did this happen?
	5	I would like to understand what you think about public archival repositories and the archives in these institutions. a) Is the public repository the first place you go to when you search for information? b) Do you find archives interesting? c) Do you use archives to complete your schoolwork?

		<p>d) Are you encouraged to use archives to complete their schoolwork?</p> <p>e) Do you think public repositories run interesting public programmes to set you interested in archives?</p>
	6	<p>a) What factors would help you to make use of archives?</p> <p>b) What factors stops you to make use of archive?</p>
	7	<p>a) Do you use social media tools such as WhatsApp etc.?</p> <p>If yes, how often?</p> <p>b) Which social media platform do you think archivists can use to get school learners interested in the archives?</p>
Ending question	8	What can public repositories do to make you visit and use the archives?

APPENDIX P: INTERVIEW GUIDE FOR TEACHERS

Question Route	Question No.	Question
Opening	1	Who are you and the name of the school you come from? (“How long have you been a teacher?”)
Introductory	2	Do you know what archives are? Have you ever used archives before? If yes, for what purpose?
Key questions	3	Have you ever attended any public programming activities? If yes, where did this happen?
	4	<ul style="list-style-type: none"> a) Do you make use of archival place or the resources in your teaching? How often do school learners use public archives? b) How often do you use archival place or the resources? c) Do you send learners you teach to the public archives? d) Do you work with archivists to motivate learners to use public archives? e) How do you motivate learners to use public archives?

	5	<p>I would like to understand what learners think about public archival repositories and the archives in these institutions.</p> <ul style="list-style-type: none"> a) Is public repository the first place learners go to when they search for information? b) Do learners find archives interesting? c) Do learners use archives to complete their schoolwork? d) Are learners encouraged to use archives to complete their schoolwork? e) Do you think public repositories run interesting public programmes to get learners interested in archives?
	6	<ul style="list-style-type: none"> a) What factors would help learners to make use of archivess? b) What factors stop learners to make use of archive?
	7	<ul style="list-style-type: none"> a) Do you use social media tools such as Instagram etc.? <p>If yes, how often?</p> <ul style="list-style-type: none"> b) Which social media platform do you think archivists can use to get school learners interested in the archives?

Ending question	8	What would you advise archivist to do to make learners interested more in archives?
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APPENDIX Q: INTERVIEW GUIDE FOR STAFF OF NARSSA

Question Route	Question No.	Question
Opening	1	<p>Who are you and where do you work as an archivist?</p> <p>What is the current total number staff members?</p> <p>What is the number of staff members responsible for public programming?</p>
Introductory	2	<p>Does the NARSSA engage in public programming activities for promoting archives to school learners and encourages them to use archives?</p> <p>If yes, how often does your institution conduct public programming activities?</p>
Transition	3	What do you call these programmes?
Key questions	4	Have you been involved in these public programmes?
	5	<p>a) What does your institution use to reach out to learners?</p> <p>b) How often do school learners use public archives?</p>

		<p>c) Have there any public programming activities been implemented or performed at schools?</p> <p>d) When and how were these programmes implemented, performed or presented?</p> <p>e) Were these initiatives effective?</p> <p>f) Do school learners come back to use public archives?</p>
	6	<p>I would like to understand what learners think about public archival repositories and the archives in these institutions.</p> <p>a) Is public repository the first place learners go to when they search for information?</p> <p>b) Do learners find archives interesting?</p> <p>c) Do learners use archives to complete their schoolwork?</p> <p>d) Are learners encouraged to use archives to complete their schoolwork?</p> <p>e) Do you think public repositories run interesting public programmes to get learners interested in archives?</p>
	7	<p>a) What factors would help learners to make use of archives?</p> <p>b) What factors would stop learners to make use of archives?</p>

	8	<p>a) Does the National Archives use social media tools such as Instagram etc.?</p> <p>b) Are social media tools used to promote NARSSA?</p> <p>c) If yes, which social media tools do you use?</p> <p>d) If no, do you think social media tools can be used to promote and increase awareness of the existence of public archives to school learners?</p>
Ending question	9	Please state your comment concerning using schools as a conduit for taking public archives to children in the Gauteng Province, of South Africa.

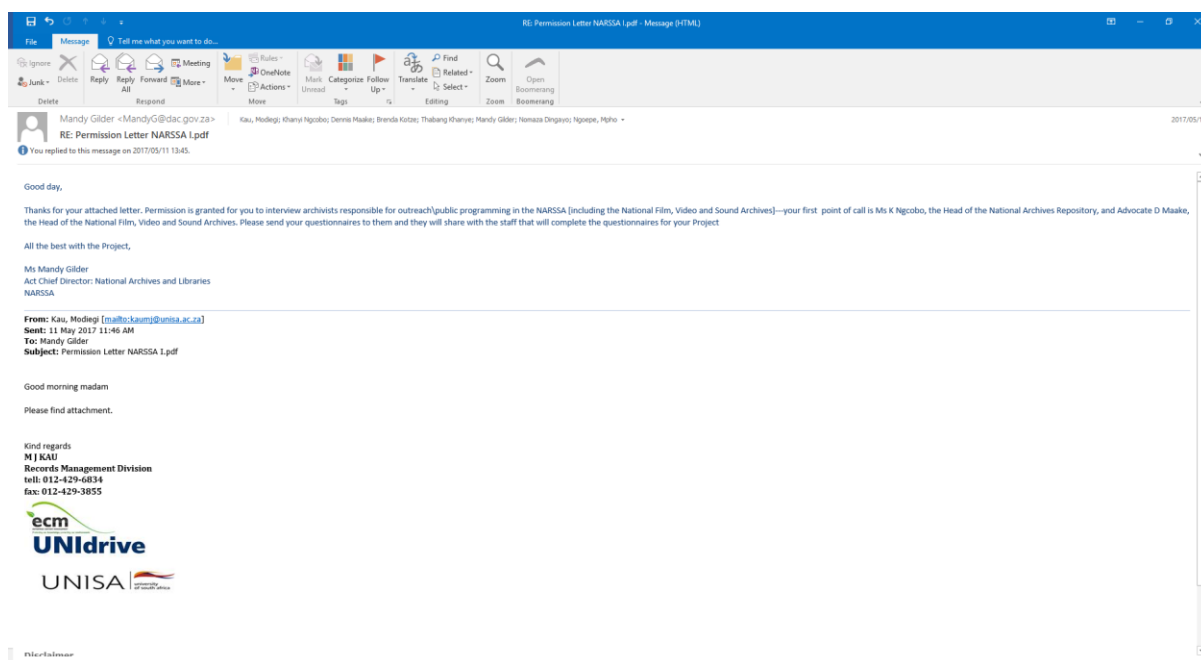
APPENDIX R: INTERVIEW GUIDE FOR STAFF OF GAUTENG PROVINCIAL ARCHIVES

Question Route	Question No.	Question
Opening	1	<p>Who are you and where do you work as an archivist?</p> <p>What is the current total number staff members?</p> <p>What is the number of staff members responsible for public programming?</p>
Introductory	2	<p>Does your organisation engage in public programming activities for promoting archives to school learners and encourage them to use archives?</p> <p>If yes, how often does your institution conduct public programming activities? What does your institution use to reach out to learners?</p>
Key questions	3	Have you been involved in these public programmes?
	4	<p>a) What does your institution use to reach out to learners?</p> <p>b) How often do school learners use public archives?</p> <p>c) Have there been any public programming activities been implemented or performed at schools?</p>

		<p>d) When and how were these programmes implemented, performed or presented?</p> <p>e) Were these initiatives effective?</p>
	5	<p>I would like to understand what learners think about public archival repositories and the archives in these institutions.</p> <p>a) “The public repository is the first place learners go to when they search for information?” What kind of training in public programming is available for archivists at your National Archives?</p> <p>b) Do learners find archives interesting?</p> <p>c) Do learners use archives to complete their schoolwork?</p> <p>d) Are learners encouraged to use archives to complete their schoolwork?</p> <p>e) Do you think public repositories run interesting public programmes to get learner interested in archives?</p>
	6	<p>a) What factors would help learners to make use of archives?</p> <p>b) What factors would stop learners to make use of archives?</p>

	7	<p>c) Does your organisation use social media tools such as Instagram etc.?</p> <p>d) Are social media tools used to promote your organisation?</p> <p>e) If yes, which social media tools do you use?</p> <p>f) If no, do you think social media tools can be used to promote and increase awareness of the existence of public archives to school learners?</p>
Ending question	8	Please state your comment concerning using schools as a conduit for taking public archives to children in the Gauteng Province, of South Africa.

APPENDIX S: RESPONSE FROM NARSSA



APPENDIX T: RESPONSE FROM GAUTENG PROVINCIAL ARCHIVES



GAUTENG PROVINCE
SPORT, ARTS, CULTURE AND RECREATION
REPUBLIC OF SOUTH AFRICA

Enquiries: S. Mbuyisa
Directorate: Archives
Tel: +27 (0)11 355 2549
Fax: +27 (0)11 355 2506
Cell: +27 (0) 71 678 7799

Our Ref. No: 14/2/R

05 October 2017

Ms. M. J. Modiegi
Records Management Division
UNISA
Tel: 012-429-8834
Fax: 012-429-3855

Dear Ms. Modiegi,

**RE: REQUEST TO COLLECT DATA QUESTIONNAIRES AND INTERVIEWS IN
SUPPORT OF MASTER'S STUDY**

Your email dated 11 September 2017 has reference:

Permission is hereby granted for you to interview the archives staff responsible for outreach/public programming in the Gauteng Provincial Archives, your first point of call is Ms. E. Mbatsha (DD: LIS & Archives), Mr. Sizwe Mbuyisa (ASD: Archives) and Ms. Majane Lebona (Archivist). Please send your questionnaires to them.

All the best with the Project,

Yours Sincerely


Ms. Koekie Meyer
Director: LIS & Archives
Date: 5/10/2017

ARCH-F-006

**APPENDIX U: RESPONSE FROM THE DEPARTMENT OF EDUCATION HEAD
OFFICE (GDE)**



Department: Education

GAUTENG PROVINCE

REPUBLIC OF SOUTH AFRICA

814141112

GDE RESEARCH APPROVAL LETTER

Date:	22 May 2017
Validity of Research Approval:	06 February 2017 - 29 September 2017 2017/110
Name of Researcher:	Kau M.J
Address of Researcher:

Telephone Number:	012 429 6834
Email address:	kaumj@unisa.ac.za

Research Topic:	Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa
Number and type of schools:	Five Secondary Schools
District/s/HO	Ekurhuleni north, Gauteng East, Gauteng West and Tshwane West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted: 1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za


Website: www.education.gpg.gov.za

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.

3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards


.....

Ms Faith Tshabalala

CES: Education Research and Knowledge Management

DATE- 22/ OS 201.7.....

2

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tet: (011) 355 0488

Email: Faith.Tshabatala@gauteng.govza

Website: www.education.gpg.gov.za

**APPENDIX V: RESPONSE FROM THE DEPARTMENT OF EDUCATION
DISTRICT OFFICE - JOHANNESBURG EAST:**



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

Eng: Cogu Khumalo
Tel: 011 666 9066

TO : The Principal

FROM : Mr. Mnyamezeli Ndevu
District Director

DATE : 30.06.2017

PURPOSE : Research Permission

Dear Colleagues,

Kindly be informed that Ms. Modiegi Jacqueline Kau who is currently registered with the University of South Africa will be conducting research in your school and the topic is: Schools as a conduit for taking public archives for children in the Gauteng province, South Africa.

Participants will be informed that being part of the study is voluntary and that they would have the right to withdraw from this study, without penalty, at any stage of the research.

It would be appreciated if the research report was forwarded to the district in order for the district office to attach meaning.

Hope for a positive outcome at the end of the research.

Thanking you for your cooperation.

Yours in Education

Mr. Mnyamezeli Ndevu
Johannesburg East District Director

OFFICE OF THE DISTRICT DIRECTOR: JOHANNESBURG EAST

112 Fourth Street, Parkmore, Sandton 2146
Tel: (011) 666-9002 | Email: Mnyamezeli.Ndevu@gauteng.gov.za
www.education.gpg.gov.za | Call Centre: 08000000789

**APPENDIX W: RESPONSE FROM THE DEPARTMENT OF EDUCATION
DISTRICT OFFICE - TSHWANE WEST**



GAUTENG PROVINCE
REPUBLIC OF SOUTH AFRICA

Enq: ED Setshadi
Tel: 012 725 1358
Ref no:

**To: The Principal
Daspoort Secondary School**

**From: P Galego (Ms)
Acting District Director**

Date: 28th June 2017

Subject: Request to Conduct Research

Please note that Kau M.J has been granted permission by Head Office to conduct research at the above named schools. The exercise is scheduled from 6 February 2017 to 29 September 2017.

The school principals and SGB members are kindly requested to welcome the researcher.

Research Topic: **"Schools as a conduit for public archives to children in the Gauteng Province, South Africa."**

Please ensure that teaching and learning process is not negatively affected.

P. Galego
**P Galego (Ms)
Acting District Director
Tshwane West**

"Going for excellence in the Classroom"
Office of the Director – Tshwane West District
(Mabopane, Wintervolot, Ga Rankuwa, Soshanguve, Kameelcriff, Rosslyn, Akas a, Pretoria North,
Mountain View, Roseville, Capital Park, Hercules, Pretoria West, Lotus Garden)
Private Bag X38, ROSSLYN 0200. Tel (012) 725 1300 Fax: (012) 725 1346
Paula.Galego@ga.teng.gov.za Web: www.education.gov.za

**APPENDIX X: RESPONSE FROM THE DEPARTMENT OF EDUCATION
DISTRICT OFFICE - GAUTENG WEST**



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

MEMO

Enquiries: Penny Ntshukulu

TO: MS MJ KAU
FROM: MR AO KOAPENG
ACTING DISTRICT DIRECTOR
DATE: 28 JUNE 2017
SUBJECT: PERMISSION TO CONDUCT RESEARCH

Good Day Ms. MJ KAU

Please be advised that permission is hereby granted to Ms. MJ Kau to conduct research on Schools as a conduit for taking public archives to children in the in Gauteng West District. Attached please find the CDE Research approval letter

Yours faithfully,

MR. AO KOAPENG
ACTING DISTRICT DIRECTOR
DATE: 26/06/2017

District: Gauteng West

Cnr Human & Boshoff Str,
Krugersdorp, 1740
Tel: 011 953 1313 / 011 680 4581
Fax: 011 953 4324

APPENDIX Y: RESPONSE FROM SCHOOL A

Appendix E: LETTER SEEKING SCHOOL CONSENT TO CONDUCT RESEARCH

The Principal

650 Claremont Street

Booyesen

Pretoria

0001

Dear Sir / Madam,

Re: Permission to undertake research

My name is Modiegi Jacqueline Kau (33523436). I am a student at the University of South Africa (Unisa) department of Information Science. As part of my Masters research programme, I wish to conduct a research study in your school. The title of my study is: *Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa*. The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in South Africa with the view to creating future users of archives. I would be grateful if you would give your permission and support for this research.


My data collection methods will include questionnaires and interviews. Audio recording the children and me in conversation, diary recordings, field notes, and reports will be done upon receiving permission from the children. I guarantee that I will observe good ethical conduct throughout. I will negotiate permission to work with the children. I will secure permission from parents and children to involve them in the research. I guarantee confidentiality of information and promise that no names of the colleagues or children will be made public.

I promise that I will make my research report available to you for scrutiny before it is published, if you wish, and I will make a copy of the report available for your files on its publication. Ethical approval is also being sought from the University of South Africa.

I would be grateful if you could sign and return the slip below at your earliest convenience or write a letter on your letterhead with your response.

Yours sincerely

Modiegi Jacqueline Kau (33523436)



To whom it may concern

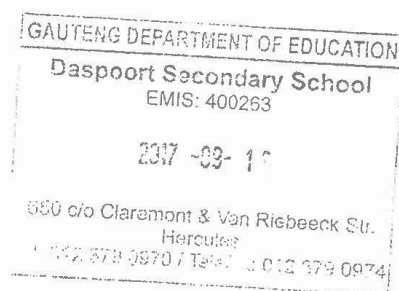
I, TLHOAELE J.V., Principal / ~~Chairperson~~ of the School Governing Board of Gauteng High School, give my permission for **Modiegi Jacqueline Kau (33523436)** to undertake her research in the school.

Signed: 

Principal/ ~~Chairperson~~ (School Governing Board)

Name: Tlhoaele J.V.

Date: 13 09 2017



APPENDIX Z: RESPONSE FROM SCHOOL B

Appendix E: LETTER SEEKING SCHOOL CONSENT TO CONDUCT RESEARCH

The Principal

Pulana Street

Dayveton

Benoni

1520

Dear Sir / Madam,

Re: Permission to undertake research

My name is Modiegi Jacqueline Kau (33523436). I am a student at the University of South Africa (Unisa) department of Information Science. As part of my Masters research programme, I wish to conduct a research study in your school. The title of my study is: *Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa*. The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in South Africa with the view to creating future users of archives. I would be grateful if you would give your permission and support for this research.

My data collection methods will include questionnaires and interviews. Audio recording the children and me in conversation, diary recordings, field notes, and reports will be done upon receiving permission from the children. I guarantee that I will observe good ethical conduct throughout. I will negotiate permission to work with the children. I will secure permission from parents and children to involve them in the research. I guarantee confidentiality of information and promise that no names of the colleagues or children will be made public.

I promise that I will make my research report available to you for scrutiny before it is published, if you wish, and I will make a copy of the report available for your files on its publication. Ethical approval is also being sought from the University of South Africa.

Open Rubric

I would be grateful if you could sign and return the slip below at your earliest convenience or write a letter on your letterhead with your response.

Yours sincerely

Modiegi Jacqueline Kau (33523436)

To whom it may concern

I, MBULI, NM....., Principal / Chairperson of the School Governing Board of Gauteng High School, give my permission for **Modiegi Jacqueline Kau (33523436)** to undertake her research in the school.

Signed:



Principal/ Chairperson (School Governing Board)

Name : MBULI, MANDLA

Date: 15/09/2017.



APPENDIX AA: RESPONSE FROM SCHOOL C

Appendix K: LETTER SEEKING SCHOOL CONSENT TO CONDUCT RESEARCH

The Principal

50 Kismet Ave

Azaadville

Krugersdorp

1754

Dear Sir / Madam,

Re: Permission to undertake research

My name is Modiegi Jacqueline Kau (33523436). I am a student at the University of South Africa (Unisa) department of Information Science. As part of my Masters research programme, I wish to conduct a research study in your school. The title of my study is: *Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa*. The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in South Africa with the view to creating future users of archives. I would be grateful if you would give your permission and support for this research.

My data collection methods will include questionnaires and interviews. Audio recording the children and me in conversation, diary recordings, field notes, and reports will be done upon receiving permission from the children. I guarantee that I will observe good ethical conduct throughout. I will negotiate permission to work with the children. I will secure permission from parents and children to involve them in the research. I guarantee confidentiality of information and promise that no names of the colleagues or children will be made public.

I promise that I will make my research report available to you for scrutiny before it is published, if you wish, and I will make a copy of the report available for your files on its publication. Ethical approval is also being sought from the University of South Africa.

I would be grateful if you could sign and return the slip below at your earliest convenience or write a letter on your letterhead with your response.

Yours sincerely

Modiegi Jacqueline Kau (33523436)

To whom it may concern

I, BUUMA TINDIKO MARD, Principal / Chairperson of the School Governing Board of Gauteng High School, give my permission for **Modiegi Jacqueline Kau (33523436)** to undertake her research in the school.

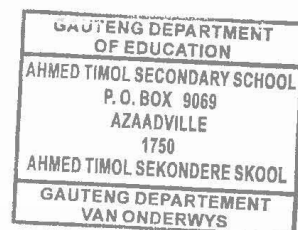
Signed:



Principal/ Chairperson (School Governing Board)

Name: BUUMA TINDIKO MARD

Date: 19/09/2017



APPENDIX BB: RESPONSE FROM SCHOOL D

Appendix J: LETTER SEEKING SCHOOL CONSENT TO CONDUCT RESEARCH

The Principal

Geba Street

Kagiso

Krugersdorp

1754

Dear Sir / Madam,

Re: Permission to undertake research

My name is Modiegi Jacqueline Kau (33523436). I am a student at the University of South Africa (Unisa) department of Information Science. As part of my Masters research programme, I wish to conduct a research study in your school. The title of my study is: *Schools as a conduit for taking public archives to children in the Gauteng Province, South Africa*. The purpose of the study is to determine how schools can be used as a conduit for taking public archives to children in South Africa with the view to creating future users of archives. I would be grateful if you would give your permission and support for this research.


My data collection methods will include questionnaires and interviews. Audio recording the children and me in conversation, diary recordings, field notes, and reports will be done upon receiving permission from the children. I guarantee that I will observe good ethical conduct throughout. I will negotiate permission to work with the children. I will secure permission from parents and children to involve them in the research. I guarantee confidentiality of information and promise that no names of the colleagues or children will be made public.

I promise that I will make my research report available to you for scrutiny before it is published, if you wish, and I will make a copy of the report available for your files on its publication. Ethical approval is also being sought from the University of South Africa.

I would be grateful if you could sign and return the slip below at your earliest convenience or write a letter on your letterhead with your response.

Yours sincerely

Modiegi Jacqueline Kau (33523436)



To whom it may concern

I, P. L. RAMPAKU Principal Chairperson of the School Governing Board of Gauteng High School, give my permission for **Modiegi Jacqueline Kau (33523436)** to undertake her research in the school.

Signed: 

Principal/ Chairperson (School Governing Board)

Name :

Date:

Madiba Comprehensive School Cnr. Geba & Seberitso Street, Kagiso Tel: 011 410-2442 Fax: 011 410-2404 Private Bag X3, Kagiso 1744 Email: madibasecond@iburst.co.za 2017 -09- 26 Office of the Principal Sign: _____ P. L. RAMPAKU
